

Andrews University

## Digital Commons @ Andrews University

---

Dissertations

Graduate Research

---

1978

### Analysis of the Attitude of the Constituents of Indonesia Union College Toward the Absence of Government Academic Recognition of the College

Amos Simorangkir  
*Andrews University*

Follow this and additional works at: <https://digitalcommons.andrews.edu/dissertations>



Part of the [Higher Education Commons](#)

---

#### Recommended Citation

Simorangkir, Amos, "Analysis of the Attitude of the Constituents of Indonesia Union College Toward the Absence of Government Academic Recognition of the College" (1978). *Dissertations*. 699.  
<https://digitalcommons.andrews.edu/dissertations/699>

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact [repository@andrews.edu](mailto:repository@andrews.edu).



Seek Knowledge. Affirm Faith. Change the World.

Thank you for your interest in the

**Andrews University Digital Library  
of Dissertations and Theses.**

*Please honor the copyright of this document by  
not duplicating or distributing additional copies  
in any form without the author's express written  
permission. Thanks for your cooperation.*

## **INFORMATION TO USERS**

**This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.**

**The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.**

- 1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.**
- 2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.**
- 3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.**
- 4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.**
- 5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.**

**University  
Microfilms  
International**

**300 N. ZEEB ROAD, ANN ARBOR, MI 48106  
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND**

7912443

**SIMORANGKIR, AMOS**  
**ANALYSIS OF THE ATTITUDE OF THE CONSTITUENTS**  
**OF INDONESIA UNION COLLEGE TOWARD THE ABSENCE**  
**OF GOVERNMENT ACADEMIC RECOGNITION OF THE**  
**COLLEGE.**

**ANDREWS UNIVERSITY, ED.D., 1978**

University  
Microfilms  
International

300 N. ZEEB ROAD, ANN ARBOR, MI 48106

**PLEASE NOTE:**

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark ☒.

1. Glossy photographs \_\_\_\_\_
2. Colored illustrations \_\_\_\_\_
3. Photographs with dark background \_\_\_\_\_
4. Illustrations are poor copy \_\_\_\_\_
5. Print shows through as there is text on both sides of page \_\_\_\_\_
6. Indistinct, broken or small print on several pages ☒ throughout  
\_\_\_\_\_
7. Tightly bound copy with print lost in spine \_\_\_\_\_
8. Computer printout pages with indistinct print \_\_\_\_\_
9. Page(s) \_\_\_\_\_ lacking when material received, and not available  
from school or author \_\_\_\_\_
10. Page(s) \_\_\_\_\_ seem to be missing in numbering only as text  
follows \_\_\_\_\_
11. Poor carbon copy \_\_\_\_\_
12. Not original copy, several pages with blurred type \_\_\_\_\_
13. Appendix pages are poor copy \_\_\_\_\_
14. Original copy with light type \_\_\_\_\_
15. Curling and wrinkled pages \_\_\_\_\_
16. Other \_\_\_\_\_

**University  
Microfilms  
International**

300 N. ZEEB RD., ANN ARBOR, MI 48106 (313) 761-4700

Andrews University  
School of Graduate Studies

ANALYSIS OF THE ATTITUDE OF THE CONSTITUENTS OF INDONESIA  
UNION COLLEGE TOWARD THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION OF THE COLLEGE

A Dissertation  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
Amos Simorangkir

August 1978

ANALYSIS OF THE ATTITUDE OF THE CONSTITUENTS OF INDONESIA  
UNION COLLEGE TOWARD THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION OF THE COLLEGE

A dissertation presented  
in partial fulfillment of the requirements  
for the degree  
Doctor of Education

by

Amos Simorangkir

APPROVAL BY THE COMMITTEE

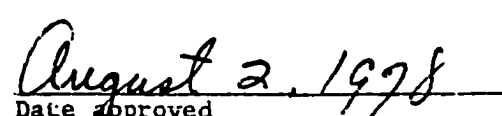
  
Bernard G. Lall, Chairperson

  
Dean, School of Graduate Studies

  
Wilfred G. A. Fletcher

  
Gottfried Osterwal

  
Edward A. Streeter

  
Date approved

**ABSTRACT**

**ANALYSIS OF THE ATTITUDE OF THE CONSTITUENTS OF INDONESIA UNION  
COLLEGE TOWARD THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
OF THE COLLEGE**

**by**

**Amos Simorangkir**

**Chairperson: Bernard M. Lall**



ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

Department of Education

Title: ANALYSIS OF THE ATTITUDE OF THE CONSTITUENTS OF INDONESIA  
UNION COLLEGE TOWARD THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION OF THE COLLEGE

Name of researcher: Amos Simorangkir

Name and title of faculty adviser: Bernard M. Lall, Ph.D.

Date completed: August 1978

Problem

The absence of government academic recognition of Indonesia Union College posed controversial issues among the constituents of the college. The purpose of this study was to determine the influence of the absence of government academic recognition of the college upon prospective students, parents, alumni, and the college related to various statements formulated into six hypotheses.

Method

A questionnaire in the Indonesian language was designed to assess the degree of the evaluation of the absence of academic

recognition and nine other factors about the college with respect to nineteen questions on the part of faculty and board members, alumni, current upper division students, prospective students, and Seventh-day Adventist members in the West Indonesia Union Mission territory. The nine factors were: philosophy, qualifications of teachers, curricular offerings, educational facilities, reputation, location and environment, student work program, cost of education, and student life in the college. The data which were computed and analyzed to test the six hypotheses were provided by 1,182 respondents.

### Findings

Based on the computed median responses it was found that the absence of government academic recognition of Indonesia Union College would not negatively influence: (1) prospective students to attend the college, (2) Adventist parents to enroll their son/daughter in the college, (3) alumni to find a job inside or outside of the Seventh-day Adventist Church organization, to continue their education in institutions of higher learning abroad, to feel accepted among academic circles, to feel proud of their alma mater and of the degree/diploma they obtained from the college, and to find a job which is commensurate with the level of education they obtained from the college, (4) the college to increase and improve enrollment; to obtain better moral and financial support from Adventist members, alumni, and the public; to achieve better working relationships with other institutions of higher learning in Indonesia and abroad; and

to attract better qualified teaching staff from among its constituents. However, with respect to alumni continuing their education in other institutions of higher learning in Indonesia, the absence of government academic recognition of the college was found to have a negative effect.

(5) It was found that there was significant rank order correlation among the median responses of the ten factors with respect to eighteen questions over the five groups of respondents. However, with respect to alumni continuing their education in other institutions of higher learning in Indonesia there was no significant rank order correlation. The absence of government academic recognition of the college consistently received the most negative or next to the most negative median response.

(6) Chi-square analysis revealed that current upper division students, alumni, and faculty and board members, in that order, gave a more negative evaluation of the absence of government academic recognition than did prospective students and Adventist members.

### Conclusion

As a whole the constituents of Indonesia Union College were not very negative in their evaluation of the absence of government academic recognition of the college. The absence of government academic recognition of the college had the most negative effect on its alumni in their plan to continue their education in other institutions of higher learning in Indonesia.

However, when compared with the other nine factors about the college, the absence of government academic recognition received the

most negative evaluation or next to the most negative evaluation consistently. There was a significant rank order correlation among the median responses of the ten factors by the five respondent groups. The constituents indicated that aside from cost of education in the college, the most negative aspect of the college was the fact that it did not have government academic recognition.

Faculty and board members, current upper division students, and alumni were more negative in their evaluation of the absence of government academic recognition of the college, whereas prospective students and Seventh-day Adventist members were less negative in their evaluation. As the people became more knowledgeable about the college they likewise became more negative in their evaluation of the absence of government academic recognition of the college.

## TABLE OF CONTENTS

LIST OF TABLES . . . . .	v
ACKNOWLEDGEMENTS . . . . .	viii
Chapter	
I. INTRODUCTION . . . . .	1
Background of the Study . . . . .	4
Statement of the Problem . . . . .	8
Purpose of the Study . . . . .	10
Hypotheses . . . . .	11
Delimitations . . . . .	14
Limitations . . . . .	15
The Need for the Study . . . . .	15
Definitions . . . . .	16
Organization of the Study . . . . .	17
II. REVIEW OF LITERATURE . . . . .	19
Historical Background of Higher Education . . . . .	19
Laws Governing Private Higher Education . . . . .	26
Problems of Government Academic Recognition Encountered by Some Private Institutions of Higher Learning . . . . .	32
III. DESIGN OF THE STUDY . . . . .	39
Population of the Study . . . . .	39
Selection Methodology and Sample Size . . . . .	40
Instrumentation . . . . .	41
Data Collection Technique . . . . .	45
Data Treatment . . . . .	46
Subsidiary Study . . . . .	49
IV. PRESENTATION OF THE FINDINGS . . . . .	50
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	100
Summary . . . . .	100
Conclusions . . . . .	105
Recommendations . . . . .	108

APPENDICES . . . . .	110
A. Survey Questionnaire . . . . .	111
B. Profile of Six Universities in Java Who Responded to the Interview Related to Government Academic Recognition . . . . .	134
C. Interview Sheet . . . . .	141
D. List of Participating Churches . . . . .	145
E. Median Responses of the Five Groups of Respondents on the Ten Factors with Respect to the Nineteen Questions . . . . .	150
BIBLIOGRAPHY . . . . .	161
VITA . . . . .	166

## LIST OF TABLES

1.	Influence of the Absence of Government Academic Recognition on Prospective Students to Attend the College . . . . .	52
2.	Influence of the Absence of Government Academic Recognition on Adventist Parents to Enroll Their Son/Daughter in the College . . . . .	53
3.	Influence of the Absence of Government Academic Recognition on Alumni to Find a Job in the Seventh-day Adventist Church Organization . . . . .	54
4.	Influence on the Absence of Government Academic Recognition on Alumni to Find a Job Outside of the Seventh-day Adventist Church Organization . . . . .	54
5.	Influence of the Absence of Government Academic Recognition on Alumni to Continue Their Education in Other Institutions of Higher Learning in Indonesia . .	56
6.	Influence of the Absence of Government Academic Recognition on Alumni to Continue Their Education in Institutions of Higher Learning Abroad . . . . .	57
7.	Influence of the Absence of Government Academic Recognition on the Standing of Alumni among Academic Circles . . . . .	57
8.	Influence of the Absence of Government Academic Recognition on the Pride of Alumni of Their Alma Mater . . . . .	58
9.	Influence of the Absence of Government Academic Recognition on the Pride of Alumni of the Degree/ Diploma They Obtained from the College . . . . .	59
10.	Influence of the Absence of Government Academic Recognition on Alumni to Find a Job Commensurate with the Level of Education They Obtained from the College . . . . .	60
11.	Influence of the Absence of Government Academic Recognition on the College to Increase Enrollment . . . .	61
12.	Influence of the Absence of Government Academic Recognition on the College to Improve Quality of Enrollment . . . . .	62
13.	Influence of the Absence of Government Academic Recognition on the College to Achieve its Objectives . . .	63
14.	Influence of the Absence of Government Academic Recognition on the College to Obtain Better Moral and Financial Support from Adventist Members . . . . .	64

15.	Influence of the Absence of Government Academic Recognition on the College to Obtain Better Moral and Financial Support from Its Alumni . . . . .	65
16.	Influence of the Absence of Government Academic Recognition of the College to Obtain Better Moral and Financial Support from the Public . . . . .	66
17.	Influence of the Absence of Government Academic Recognition on the College to Achieve Better Working Relationships with Other Institutions of Higher Learning in Indonesia . . . . .	67
18.	Influence of the Absence of Government Academic Recognition on the College to Achieve Better Working Relationships with Institutions of Higher Learning Abroad . . . . .	68
19.	Influence of the Absence of Government Academic Recognition on the College to Attract Better Qualified Teaching Staff . . . . .	69
20.	Median Responses on the Influence of the Absence of Government Academic Recognition of IUC with Respect to the Nineteen Questions . . . . .	71
21.	Median Responses of the Total Sample on the Ten Factors with Respect to the Nineteen Questions . . . . .	73
22.	Rank Order Correlation of the Ten Factors with Respect to the Nineteen Questions by the Five Groups of Respondents . . . . .	77
23.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Adventist Parents to Enroll Their Son/Daughter in the College . . . . .	80
24.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Obtain Better Moral and Financial Support from Adventist Members . . . . .	81
25.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Increase Enrollment . . . . .	82
26.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Improve Quality of Enrollment . . . . .	83
27.	Chi-Square Analysis of the Influence of the Absence of Government Recognition on the College to Achieve Its Objectives . . . . .	84
28.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Obtain Better Moral and Financial Support from Alumni . . . . .	85
29.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Obtain Moral and Financial Support from the Public . . . . .	86
30.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Achieve Better Working Relationships with Other Institutions of Higher Learning in Indonesia . . . . .	87



31.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Achieve Better Working Relationships with Institutions of Higher Learning Abroad . . . . .	88
32.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the College to Attract Better Qualified Teaching Staff from Among Its Constituents . . . . .	89
33.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Alumni to Find a Job in the Seventh-day Adventist Church Organization . . . . .	90
34.	Chi-Square Analysis on the Influence of the Absence of Government Academic Recognition on Alumni to Find a Job Outside of the Seventh-day Adventist Church Organization . . . . .	91
35.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Alumni to Continue Their Education in Other Institutions of Higher Learning in Indonesia . . . . .	92
36.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Alumni to Continue Their Education in Institutions of Higher Learning Abroad . . . . .	93
37.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on the Standing of Alumni Among Academic Circles . . . . .	94
38.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Alumni Feeling Proud of Their Alma Mater . . . . .	95
39.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Alumni Feeling Proud of the Degree/Diploma They Obtained from the College . . . . .	96
40.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Alumni Finding a Job Commensurate with the Level of Education They Obtained from the College . . . . .	97
41.	Chi-Square Analysis of the Influence of the Absence of Government Academic Recognition on Prospective Students Enrolling in the College . . . . .	98
42.	Median Responses of Respondent Group No. 1--Faculty and Board Members . . . . .	151
43.	Median Responses of Respondent Group No. 2--Upper Division Students . . . . .	153
44.	Median Responses of Respondent Groups Nos. 3, 4, 5, 6--Alumni . . . . .	155
45.	Median Responses of Respondent Group No. 7--Prospective Students . . . . .	157
46.	Median Responses of Respondent Group No. 8--Adventist Members . . . . .	159

## ACKNOWLEDGEMENTS

In pursuing this research I have been indebted to a number of people and organizations for their assistance and support. Although many who have given valuable contributions toward this project will remain nameless, I would like to express my sincere appreciation to the following individuals and organizations:

To the members of my doctoral program committee. Chairperson Dr. Bernard M. Lall has unreservedly given his time and expertise. He has gone beyond the call of duty to give me technical assistance and has provided me with moral support and inspiration to complete the dissertation. Dr. W. G. A. Fletcher has assisted in making involved statistical procedures understandable and has also given me technical assistance in completing the statistical analysis for the study. Dr. Gottfried Oosterwal has provided scholarly criticism and original suggestions which opened up new approaches. Dr. Edward A. Streeter has given valuable support and encouragement in the final stages of the dissertation.

To the Indonesia Union College, the West Indonesia Union Mission, and the General Conference of Seventh-day Adventists, Far Eastern Division which have provided a bursary and other resources without which my doctoral study program and this dissertation would not have been possible.

To a number of my colleagues at Indonesia Union College, R. A. Nainggolan, President, R. A. Hutagool, Dean, Edward H. Panjaitan, and Dumas Tambunan, who have helped conduct an interview with the officials of six institutions of higher learning in Java. They have also helped obtain pertinent material from the Ministry of Education and Culture of the Republic of Indonesia, and administered the questionnaires to the students and faculty of Indonesia Union College.

To the presidents of the eight local missions in the West Indonesia Union and to the local pastors who have helped in administering the questionnaires to the constituents of Indonesia Union College in the randomly selected churches.

To Ruth Ann Pflug of Andrews University Computing Center who has provided technical assistance in analyzing the data with patience and sweet disposition.

To George H. Fisher, ninth president of Indonesia Union College (1965-1970), who through example has taught me the art of Christian educational administration. His influence has played a significant role in my growth and service in the denomination.

To my five children, Yvonne, Reimer, Elmore, Yolanda, and Juanita, who have given me constant moral support.

Most of all to my dear wife, Anneke. Without a word of complaint she has remained completely supportive through the four years of our academic sojourn at Andrews University. Her prayers and encouragement have sustained me through the trying periods.

She could have earned a doctoral degree during the period of our stay at Andrews University, but she willingly sacrificed such a worthy ambition and chose to seek full-time employment and part-time study in order that our five children could continue to obtain Christian education and I could be relieved of financial burden and worry. Indeed, in every way she deserves to be more than a co-holder of the degree.

Finally to God Almighty for His love and providence in my life. To Him be honor, praise, and gratitude.

## CHAPTER I

### INTRODUCTION

Basically, accrediting, as defined by Zook and Haggerty (1936, p. 12), is the process whereby an organization or agency recognizes a college or a university or a study program as having met certain pre-determined qualifications or standards. Although the foregoing definition of accreditation is neither dubious nor vague, the concepts and implications of accreditation, according to Selden (1960, pp. 1-6) seem to be fully understood by few faculty members, and few administrative officers, let alone the general public.

The idea of accreditation involves the concept of licensing, control, maintenance of minimum standards, and improvement of programs. George F. Zook (1950, p. 359), then president of the American Council on Education, observed that the whole accrediting movement was a chapter in the struggle for the control of higher education in the United States. Kirkpatrick (1926, pp. 1-14) said that in the United States the contenders for the control of higher education included faculty and trustees, clergy and laity, as well as state and private sources.

Under the concept of "licensing" or "credentialling" as brought out by Smith (Levitov, 1976, p. v), the state claims to protect the public safety with competent practitioners. However, spokesmen

for public interest groups have often claimed that licensing, like all forms of government regulations, serves the interest of whatever establishment is licensed more than the public interest. The area of licensing is further complicated by the fact that, in many fields, licensing is closely tied to accreditation. In other words a degree in an academic discipline from an accredited college or university often means that the degree recipient automatically receives a license to practice in the field upon application to the field.

Samuel P. Capen (1939, pp. 5-17) addressed a group of representatives of accrediting agencies to whom he vigorously expressed an opposite view regarding accreditation. He stated that responsible administrators of influential institutions in various parts of the country were tired of having the educational and financial policies of their institutions dictated by a horde of irresponsible outsiders, each representing a separate selfish interest.

Echoes and re-echoes of Capen's famous denunciation of accrediting agencies have reverberated time and time again as numerous presidents, deans, and professors have repeated the admonition that accrediting agencies will have no choice but to fold their tents. However, Selden (1960, p. 4) pointed to the fact that accreditation has been entwined too highly in the fabric of higher education to be unwoven by mere eulogies for the ideal era of the past when colleges and universities supposedly were untrammelled by any external control.

On the contemporary scene, the removal or non-attainment of accreditation may be a serious detriment to the welfare of an

institution. Accreditation is included among the requirements for an institution to become a member of the Association of American Colleges or the American Council on Education. With rare exceptions, only accredited institutions are on the approved list from which nominations may be made for membership in the American Association of University Professors. Accreditation exerts a positive influence for a federal employee. It plays an important part in the process of obtaining the required state license to practice in various professions such as architecture, engineering, law, medicine, etc. Grants from foundations and other prospective donors may be withheld from the non-accredited college.

According to Selden (1960, pp. 17-24) outside the United States in countries of Continental Europe, Arab Countries, the Far and the Near East except in countries where British influence has been predominant the form of control for institutions of higher learning is by the ministries of education assigned with broad powers of policy and administration, and the admission and right to practice a profession is restricted to those who pass state examinations. Such a form of control provides both an effective means of maintaining academic standards and an administrative organization that can be described relatively easily. It also provides a common basis in reaching agreements for international recognition of degrees and professional qualifications. On the other hand this method of administration, it is feared by private sectors within the countries and other countries where education is relatively under lay control, can readily be adapted to the desires of a state

which wishes to convert the colleges and the universities into instruments of extreme nationalism.

In this study an attempt was made to assess and analyze the attitude of the constituents of Indonesia Union College regarding the accreditation of the college.

### Background of the Study

The first Seventh-day Adventist school for the training of denominational workers in Indonesia was opened in 1929 at Cimindi, near Bandung, Java. The school was known as Opleiding School der Advent-Zending. When the school opened only a two-year ministerial training course was offered. From 1929 to 1942 the school had an average enrollment of fewer than thirty students.

When in 1936 an orphanage, which had been opened in Bandung the preceding year, was moved to Cimindi and operated in connection with the school, it was evident that the Cimindi property was not large enough for future development. Consequently a larger tract of land was purchased at Gadobangkong, a village a few miles west of Bandung. Buildings were erected, and the school moved to the new campus in 1938.

World War II forced the school to close in 1942. Operation did not resume until 1948. When peace returned, the buildings were quickly rehabilitated and the school reopened under its new name, Indonesia Union Seminary (Neufeld, 1976, p. 649).

A two-year ministerial course was again offered. The curriculum in the Seminary was designed to prepare men and women in Indonesia to become church pastors, Bible instructors, and



evangelists. There were no rigid entrance requirements specified, and after two years of training the graduates were expected to accept denominational employment in the Seventh-day Adventist church. Among the forty-five students who registered at the opening of the school in 1948, there were young adolescents who had just completed elementary school, and there were others who had completed secondary school education and were already married with several children.

Almost immediately after the opening of the school some of the younger overseas missionary teachers felt that there was a need for a more formal education and a more thorough preparation. The following year the curriculum was revised to provide six years of education beyond elementary school, with four years of middle school and two years junior college. Satisfactory completion of six years elementary education was specified as entrance requirement. Students who enrolled in 1948 were given the option either to finish the two-year ministerial training program or go through middle school and then on to Junior College.

In 1951 Indonesia Union Seminary graduated five students with Junior College diploma for the first time. The educational program in the Seminary, consisting of four-year middle school and two-year junior college, continued to function for several years. It was felt at that time that the need of educated workers in the Seventh-day Adventist church in Indonesia was adequately taken care of.

However, with the rapid development in the country and the accelerated growth in the Seventh-day Adventist church, the demands for better qualified teachers and other types of workers exerted a strong impact upon the Seventh-day Adventist church organization in Indonesia. It became apparent that it was necessary to raise the level of training offered by the Seminary.

With the enlarged curriculum, the annual enrollment increased rapidly. The two hectare (five acre) tract of land in Gadobangkong became too small to provide for the needed expansion. In 1953 the present school site of 22.7 hectares (fifty-seven acres) of fertile soil was purchased, about twelve miles north of Bandung near the village of Cisarua.

In the meantime the Indonesia Union Mission of Seventh-day Adventists started to upgrade national workers for advanced education at Philippine Union College in Manila, Philippines. This was deemed to be a prerequisite to an attempt to improve the standard of education in the Seminary.

In 1961 Indonesia Union Seminary launched an effort to line up its educational program parallel to the educational program in other colleges and universities in the country. Thus a K-12 with six years elementary school, three years lower middle school, and three years upper middle school was made an entrance requirement to the college program and a three-year degree program in college was adopted. The name of the school was changed from Indonesia Union Seminary to Indonesia Union College. The name in the Indonesian National Language was "Perguruan Tinggi Advent."

The three-year college degree program continued for about two years. Seventh-day Adventist leaders felt that a four-year baccalaureate program would more adequately satisfy the need of education for the Seventh-day Adventist church in Indonesia. This also would conform more closely to the educational programs in the Philippines and in the United States. It was felt advantageous to conform to the educational program in these two countries because the church in Indonesia looked primarily to the colleges and universities in these two countries for the upgrading of its national workers. It would be more economical in time and money to send workers for upgrading with a four-year B.A. degree rather than only three years of college education. Thus in 1963 the college curriculum was revised from a three-year to a four-year baccalaureate degree program.

When the writer left the college in May 1974 there were 430 college students enrolled. The college offered a four-year curriculum leading to B.A. degrees in Business, Secondary Education with contents in Social Studies and a combination of Mathematics and Science, Elementary Education, and Religion. The college offered also a two-year curriculum leading to associate degrees in Elementary Education, Secretarial Science, and Home Economics. In 1978 the enrollment was 630.

From its first junior college graduation in 1951 with only five seniors, to its last graduation in 1977 with over 100 graduates, Indonesia Union College has graduated a total of more than 1000 students.

Statement of the Problem

Up to the present time Indonesia Union College does not have government academic recognition from the Ministry of Education and Culture of the Republic of Indonesia. As a result diplomas and degrees conferred upon the graduates possess no legal status. Academic credits earned by students at the college are not transferable to any recognized institution of higher learning in the country. This condition poses controversial issues among the constituencies of the college. The issues as they have been sounded by many people can be summarized as follows:

1. Some parents express their concern about sending their children to attend Indonesia Union College because, if some unforeseeable circumstances make it necessary for their children to transfer to some other college or university before they graduate from Indonesia Union College, the time and the money that they spent at the college will be wasted because they could not transfer the credits obtained from Indonesia Union College to any recognized college or university in the country. They also feel that it would be impossible for their children to pursue an advanced study program after graduation from Indonesia Union College because degrees conferred by the college are not recognized by other institutions of higher learning in Indonesia.

2. Some graduates of Indonesia Union College who continued for advanced education in other universities in Indonesia decried with some bitterness the fact that they had had to start their college education all over from the first year.

3. Some graduates of Indonesia Union College who are not employed in the Seventh-day Adventist church found it difficult to get employment which is commensurate with the level of education they obtained because their degree possesses no legal status.

4. Some members of the constituency express their concern and ask why Indonesia Union College continues to confer upon its graduates degrees which they cannot use legally. Some feel strongly that the Seventh-day Adventist church in Indonesia ought not to continue to operate a non-accredited terminal school where students cannot receive a full benefit of their education.

5. Other members of the constituency argue that the enrollment of Indonesia Union College is steadily increasing to the extent that it is hard for the college to provide room for all applicants. They say academic recognition must not be a factor that influences students not to attend Indonesia Union College.

6. Business and Secretarial Science graduates of Indonesia Union College who find employment with good salary in many foreign corporations in Indonesia seem not to feel the need of academic recognition for the college.

7. Some members of the constituency express their feeling that, if Indonesia Union College seeks government academic recognition, the Ministry of Education and Culture might impose certain requirements which may make it more difficult for the college to achieve its goals and purposes based on its philosophy.

8. Others contended that government academic recognition requires standards of teacher qualifications, educational facilities,

and curricular offerings which would be very difficult for the college to fulfill and which would mean a very heavy financial expenditure. There was also the feeling that government academic recognition would secularize the school which would tend to undermine the basic philosophy and purpose unique to Seventh-day Adventist system of education.

#### Purpose of the Study

The purpose of this study was to assess and analyze the attitude of faculty and board members, current upper division students, alumni, prospective students, and other constituents of Indonesia Union College toward the absence of government academic recognition of the college.

Since the college was not academically recognized by the Ministry of Education and Culture of the Republic of Indonesia at the time this study was conducted, an instrument was designed to gather data to determine the influence of the absence of government academic recognition of the college on prospective students in their consideration of attending the college; on parents in their plan to enroll their children in the college; on alumni in their effort to find employment and to pursue graduate work; and on the college in its effort to develop and improve its services.

Although the main purpose of the study was to assess and analyze the attitude of the constituents of Indonesia Union College toward the absence of government academic recognition of the college, nine other factors were incorporated into the questionnaire in order to preclude as much as possible unnecessary bias, and also to provide

information which could be valuable in understanding the attitude of the respondents toward a wider spectrum of the operation of the college (see appendix A, survey questionnaire in the Indonesian language and its English translation). The nine factors were:

(1) Adventist philosophy of education in the college, (2) qualifications of the teaching staff of the college, (3) curricular offerings of the college, (4) educational facilities at the college, (5) reputation of the college, (6) location and environment of the college, (7) student work program in the college, (8) cost of education in the college, (9) student life in the college.

It was also the purpose of this study to gather information which describes the laws governing higher education in Indonesia and the procedures and requirements of obtaining government academic recognition as prescribed and administered by the Ministry of Education and Culture in Indonesia.

An interview was conducted with the officials of six private institutions of higher learning in Java to find out how they have gone about obtaining government academic recognition and how government academic recognition has affected their operations (see appendix C for interview sheet).

### Hypotheses

Since the main purpose of this study was to determine the attitude of faculty and board members, current upper division students, alumni, prospective students, and other constituents of Indonesia Union College toward the absence of government academic

recognition of the college, the following hypotheses were tested in this research:

1. The absence of government academic recognition of Indonesia Union College would negatively influence prospective students to attend the college.
2. The absence of government academic recognition of Indonesia Union College would negatively influence Adventist parents to enroll their son/daughter in Indonesia Union College.
3. The absence of government academic recognition of Indonesia Union College would negatively affect alumni of the college:
  - a. in their effort to find a job in the Seventh-day Adventist church organization.
  - b. in their effort to find a job outside of the Seventh-day Adventist church organization.
  - c. in their plan to continue their education in other institutions of higher learning in Indonesia.
  - d. in their plan to continue their education in institutions of higher learning abroad.
  - e. in their standing among academic circles.
  - f. in their pride in their alma mater.
  - g. in their pride in the degree they obtained from Indonesia Union College.
  - h. in their effort to find a job commensurate with the level of education they obtained from Indonesia Union College.



4. The absence of government academic recognition of Indonesia Union College would negatively affect the college in its effort:

- a. to increase enrollment.
- b. to improve the quality of enrollment.
- c. to achieve its objectives.
- d. to obtain better moral and financial support from Adventist members.
- e. to obtain better moral and financial support from its alumni.
- f. to obtain better moral and financial support from the public.
- g. to achieve better working relationships with other institutions of higher learning in Indonesia.
- h. to achieve better working relationships with institutions of higher learning abroad.
- i. to attract better qualified teaching staff from among its constituents.

5. There would be a positive rank order correlation among the evaluations of the ten factors on the part of the five groups of respondents with respect to the nineteen questions.

6. There would be a difference in the evaluation of the absence of government academic recognition of Indonesia Union College among the five groups of respondents.

### Delimitations

To be effective, any study involving such a wide and complex assessment of the attitudes of a large constituency regarding academic recognition must, of necessity, restrict its scope to those aspects which may be considered most fruitful in producing valid data, and most helpful in providing ways and means of meeting the overall objective of the study.

The following delimitations were adopted to help achieve the objective of this study:

1. Although there were two Seventh-day Adventist colleges in Indonesia, the assessment of attitude regarding academic recognition was limited only to the constituents of Indonesia Union College. Constituents of the other college were assumed to be less knowledgeable and less concerned about Indonesia Union College.

2. The population of this study was limited to faculty and board members, current upper division students, alumni, prospective students, and other constituents of Indonesia Union College. This was deemed satisfactory since Indonesia Union College was a relatively small private denominational institution where almost 90 percent of the students came from an Adventist background. Input from the general public would not add validity to the study.

3. The assessment of the attitude of the constituents of Indonesia Union College toward government academic recognition was limited to the statements in the questionnaire. Respondents were not given an opportunity to modify the statements or add additional

statements. Although these could be valuable they could make statistical analysis of the data extremely difficult.

### Limitations

In order to properly interpret and generalize the results of the study, a definite limitation must be adopted. The findings of this study are expected to be generalizable only to the extent that other institutions of higher learning's constituents share similar intentions and aspirations to those of the constituents of Indonesia Union College.

### The Need for the Study

According to Peterson (1970, pp. 1-5), most colleges and universities have not specified their purposes and goals. One of the reasons stated by Wilson (1965) for the lack of such specification was the wide assumption that "anything done in the name of higher education must be worthwhile" (p. 32). Ward (Niblet, 1970, pp. 243-256) noted that institutions of higher learning must be able to articulate their priorities in ways meaningful to their constituents and other supporters if they are to expect continuation of support necessary for their survival. The American Council on Education (1974, p. 14) stated that if an academic institution is to remain creative and coherent it must identify goals common to all of its constituents.

The main impediments to institutional growth encountered by private institutions of higher education in Indonesia, according to a survey conducted by the Coordinator of Private Higher Education

(1977, p. 11), were lack of academic perception, lack of resources, lack of ability to plan and manage, and lack of constituency and public support. The survey said that the patrons, the constituents, and the public need to be aware that the goals and priorities of the institutions are meaningful to them.

It is hoped that the findings of this study will provide some information whereby the constituent groups and administrative bodies can contribute their thinking which will provide a basis upon which to approach the problem of government academic recognition of the college. It is also hoped that the findings could help them in setting goal priorities and in developing an educational program which will be more relevant to the needs and aspirations of the constituents, an education program which the constituents will support morally and financially.

#### Definitions

In order to minimize misunderstandings which may arise from different interpretations placed on certain key words and phrases, terms commonly used in this study are defined as follows :

Academic recognition is conferred by the Ministry of Education and Culture upon an institution of higher learning or its faculties or its academic departments as having met pre-determined qualifications and standards prescribed by said ministry.

Article 25 of Higher Education Law, number 22, (1961) classifies private institutions of higher learning into three categories. They are:

1. Registered (Terdaftar) institutions which may prepare their students to sit for the examinations of state institutions.
2. Recognized (Diakui) institutions which may set their own examinations under the direction and supervision of the Minister of Education and Culture and their diploma or degree has the same value as that awarded by state institutions.
3. Equalized (Disamakan) institutions which may set their own examinations and their results are accepted on the same bases as those in state institutions.

Alumni are graduates of Indonesia Union College with a junior college diploma, three-year B.A. degree or a four-year B.A. degree.

Constituents refer to faculty and board members, current upper division college students, alumni, prospective students, and other members of the Seventh-day Adventist Church in the territory of the West Indonesia Union Mission.

Prospective students refer to Seventh-day Adventist senior high school (grades 10-12) students who were currently attending a public school or a non-Seventh-day Adventist private school and senior high school students who were currently attending Seventh-day Adventist schools.

Other terms and foreign terminologies are defined or explained in the text of the dissertation.

### Organization of the Study

Chapter I outlines the purpose and the need of the study. It presents the background of the study, the statement of the problem, and the hypotheses that were investigated. It also describes the delimitations of the study and defines relevant terms that were used in the study.

Chapter II provides a review of literature. The primary focuses of the chapter were the historical background of higher education, laws governing private higher education, and the problems related to government academic recognition as encountered by some private institutions of higher learning.

Chapter III describes the design of the study, which includes the sample and selection methodology, the instrumentation and data collection techniques, and the treatment of the data.

Chapter IV presents the findings that resulted from the study. This section evaluates the findings in terms of hypotheses, and according to set criterion levels.

Chapter V summarizes the study and describes the conclusions that were reached. The chapter concludes with recommendations based on the findings of the study.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter presents an overview of higher education in Indonesia. It describes a brief historical background of higher education in the country. Existing laws governing private higher education, procedures and requirements of government academic recognition of private institutions of higher learning as prescribed and administered by the Ministry of Education and Culture are documented. A brief survey of the problems related to government academic recognition encountered by some private institutions of higher learning, with possible implications for Indonesia Union College, is also included in this chapter.

#### Historical Background of Higher Education

Very little is known about formal education during the early period of Indonesian history. Besides parents there were the magic doctors who imparted spiritual knowledge and the blacksmiths who taught secular skills. The magic doctors and the blacksmiths were both called Empu. Three primary aims of education were to teach the children the spirit of mutual self-help, respect for the Empu, and obedience to the traditions and customs of society (Djunhur, 1974, p. 105).

From the beginning of the Christian era up to the fifteenth

century a strong Hindu influence was brought to bear upon Indonesia (Unesco, 1955, pp. 343-348). Hindu and Buddhist Indians brought new religion, new forms of writing, the Sanskrit, and new social order and system (Sanusi Pane, 1955, p. 48). The Brahmins replaced the Empu. The "court teachers" gave instructions to the children of the nobles and the "hermit teachers" taught the children of the common people (Djumhur, 1974, p. 108).

At about the fifteenth century Moslem traders came from India and Iran and first settled in the north of the island of Sumatra. These traders brought their religion along with their goods (Unesco, 1955, pp. 343-348).

Two centers of learning known as Langgar and Pesantren played a prominent role in the propagation of the Islam religion. In the Langgar the children were taught reading and chanting of verses of the Quran for a period of six months to one year depending on the interest and ability of the students. The Pesantren was a more advanced center of learning. The length of the period of study ranged from one to ten years. In both of the foregoing types of schools education was centered on religion and its rituals (Djumhur, 1974, pp. 110-113).

The next wave of traders came from Portugal in the sixteenth century. They came to the Moluccas to look for spices, a commodity much sought after during that period. As with the previous traders and settlers the Portugese brought their own religion, Catholicism, and introduced Western education to the indigenous people. Francis Xaverius opened many new schools in the northern part of the Moluccas.



The Seminary built in Ternate in 1536 was well known (Rauws, Kraemer, van Hasselt, and Slotemaker de Bruine, 1935, pp. 31-37, Djumhur, 1974, p. 114).

A century later the United Dutch East India Company ousted the Portugese from Indonesia. The Catholic schools sponsored by the Portugese government began to disappear temporarily and the Catholic priests left. The Dutch established schools for their own people. Dutch Protestant missionaries opened mission schools for the natives. There was no well organized system of education with prescribed curriculum during the early period of the Dutch settlement. Except for haphazard support of missionary schools the United East India Company did not provide support for native education (van der Veur, 1969, p. 1).

The Kingdom of the Netherlands assumed control over Indonesia in 1816 and set up the Netherlands East Indies government. At the advice of an Islamic expert, Snouck Hurgonje, the government took a more active interest in providing education for the native people to counter the influence of Islam and to impede the emergence of a nationalistic spirit (Legge, 1964, p. 121, and Dahm, 1971, p. 15).

In 1849 a public three year elementary school was established and in 1852 the opening of a teacher training school followed. The organic law of 1854 acknowledged the colonial government's duty to provide schools for the native people, but budgetary considerations delayed implementation. Nevertheless, a Department of Education was set up in 1867 and the number of public elementary schools for Indonesians increased more rapidly after 1870 (van der Veur, 1969, p. 1).

During the Dutch colonial rule in Indonesia various types of elementary schools were introduced and established. In 1864 the Europeesche Lagere School (Dutch elementary school) was opened for Dutch children and to a few selective "qualified Indonesians." Then in 1893 the Eerste Klasse (first class) schools for the children of the aristocracy and the well-to-do, and the Tweede Klasse (second class) schools for the children of the general population were opened. In 1907 a three-year Volkschool (village school) and a two-year Vervolgschool (continuation school) offered instructions in various local languages and Malay. Finally in 1921 the Schakel-School (linking school) system was introduced. This was designed to form a link between the village schools where the medium of instruction was in Malay or in one of the various vernaculars and the lower secondary school where the medium of instruction was in the Dutch language.

Thus the foregoing various systems of education were in operation at the elementary level during the last forty years of Dutch colonial rule in Indonesia. The children in the villages attended the three-year Volkschool and the two-year Vervolgschool. For those in the more urban areas the Tweede Klasse schools provided a curriculum ranging from three to five years. The children of the nobles and the rich matriculated in the Eerste Klasse schools. The children of the Dutch and a few "qualified Indonesians" enrolled in the Europeesche Lagere schools.

The above discussion of elementary education limited itself to the development of public and subsidized private schools. There

were, however, a large number of private schools which were unsubsidized. Their growth and development was stimulated by the unsatisfied demand for Dutch education, the opportunity they provided for the employment of young teachers, and the desire of some Indonesians for schooling in which their own national ideas could be expressed. The most famous of the unsubsidized schools were those belonging to the Taman Siswa (garden of pupils) system founded by Ki Hajar Dewantara in 1922. These schools made a conscious attempt to teach local values, culture, and national consciousness (Djumhur, 1974, pp. 184-187, and van der Veur, 1969, p. 8).

At the secondary level the educational system was more uniform for all population groups. All instruction was in the Dutch language. The Hoogere Burger School and the Lyceum offered five-year high school instruction, somewhat identical to the high schools in the Netherlands. The curriculum was elaborate and rigidly prescribed, standards uniformly high, and the failure rate (even among Dutch students) was heavy (van der Veur, 1969, p. 4).

In 1914 another type of lower secondary school, known as Meeruitgebreid Lager Onderwijs (more comprehensive elementary education) was founded. Four years later in 1918 an upper secondary school, Algemeene Middelbare School, was created to prepare students from the Meeruitgebreid Lager Onderwijs for more advanced positions or university entrance.

University education was introduced in Indonesia exceedingly late and developed slowly. For a period of nearly 300 years of Dutch Colonial rule over the archipelago there was no form of higher

education. The first demand for higher education, as noted by van der Veur (1969, p. 5), was made in 1910 by a small group of Blijvers (permanent Dutch settlers) who established the Indische Univer-siteitvereniging (university association of the Indies). The official view of the government, however, was that the number of secondary graduates was still too small to justify a university.

In 1920 the Technische Hoogeschool (college of engineering) was founded in Bandung, Java, as a result of the initiative of Dutch private enterprise. The Rechtshoogeschool (college of law) and the Geneeskundige Hoogeschool (college of medicine) both in Jakarta were established in 1924 and 1927 respectively. A strong effort to establish a Litteraire Fakuliteit (faculty of letters) was made by the Director of Education, J. Hardeman, in 1927, but its establishment did not materialize until 1940. A Landbouwkundige Fakuliteit (faculty of agriculture) was opened in 1941 (van der Veur, 1969, p. 9).

The foregoing is not a complete picture of opportunities for higher education since certain types of medical school as the School tot Opleiding van Inlandsche Artsen (school for the training of Indonesian physicians) and the Neederlandsche Inlandsche Artsen School (Netherlands Indies school for physicians) had been created in an earlier period (Wellington in Beers, 1970, p. 116). Under the strict Dutch criteria of what constituted university education, however, these were classified as vakscholen (vocational schools).

Then came the Japanese occupation (1942-1945) under which the various types of primary schools were abolished and in their place one school for all classes of society was set up. The Indonesian

language became the medium of instruction in all primary schools, and the emphasis was shifted from Western to Eastern culture (Unesco, 1958, pp. 548-556).

After the proclamation of the independence of the Republic of Indonesia on August 17, 1945, a series of steps were taken to revise the educational system and to redefine its purposes. The basic education system comprises: pre-primary; primary for six years; junior and senior secondary (general, vocational, and technical), each for three years; primary and junior secondary teacher training; and adult education. Higher education is provided at the universities, technical institutes, and teacher training colleges for a duration of five years (Unesco, 1971, pp. 601-606).

After the establishment of the young Republic of Indonesia in 1945, it immediately addressed itself to the need of higher education for the country. On February 17, 1946 a technical college was established by the Ministry of Education and Culture. Less than a month later a private foundation known as Yayasan Balai Perguruan Tinggi Gajah Mada established the Gajah Mada University in Jogjakarta on March 3, 1946 (Usaha Mahasiswa, 1966, p. 17).

Higher education continued to develop and expand. It is interesting to note and compare the rate of growth and development of higher education during the first twenty-year period since the establishment of the first higher education in 1920 until the end of the Dutch colonial rule in Indonesia in 1941 with the second twenty year period from the time of the Indonesian independence in 1945 to 1965. At the end of the first twenty-year period in 1941 there were only

seven colleges with a total enrollment of about 1,600 post secondary students. According to Kahin (1952, p. 32) of the 1,600 students there were only 637 Indonesians. Dutch and Chinese students constituted a majority of the total student population. In 1965, the end of the second twenty-year period, there were 26 state universities, 3 technical institutes, 10 teacher training colleges, and 92 institutions of higher learning operated by ministries other than the Ministry of Education and Culture. On the private sector 220 institutions of higher learning were registered with the Ministry of Education and Culture (Kementerian Pendidikan dan Ilmu Pengetahuan, 1965, pp. 228-282).

#### Laws Governing Private Higher Education

Education is based on the philosophical basis of the State, the Pancasila which consists of five inseparable and mutually qualifying principles. They are: (1) belief in one Supreme God, (2) just and civilized humanity, (3) the unity of Indonesia, (4) democracy, and (5) social justice for all (Department of Information, Republic of Indonesia, 1976, p. 89).

The constitution of the Republic of Indonesia, enacted in 1945, provides in article 31 that every citizen has the right to education and that the government shall establish and conduct a national education system which shall be regulated by statute. The law also guarantees the right of citizens to establish private institutions of higher learning (Department of Information, Republic of Indonesia, 1976, pp. 90-110).

-

In 1950, as a result of two national educational congresses held in Solo in 1947 and in Jogjakarta in 1949, an education law was enacted known as Education Law Number 4 (1950). This law governs the basis of education and instruction in schools. It also sets out the broad aim of education, regulations relating to the stages of education by age of child and type of school, and other matters relating to education, and the conduct of schools.

In 1961 Higher Education Law Number 22 was passed. This law describes and specifies the philosophy and aim of higher education and the administration of institutions of higher learning. Article 2 of Higher Education Law Number 22 (1961) states that the aim of higher education is to develop people to be responsible for the attainment of a just and prosperous Indonesian society, both spiritually and materially, based on the fundamental principles of Pancasila. It is also the aim of higher education to prepare citizens who will be competent in occupying leadership positions and who will be capable to preserve and advance knowledge and to conduct independent research.

Articles 6-8 of Higher Education Law No. 22 stipulate the form and function of higher education. There are four types of institutions of higher learning. They are:

1. Universitas (the universities) which are based on the unity of knowledge and must have at least three faculties (of which one must teach physics and mathematics and the other biology).
2. Institut (the institutes) which give instructions in several branches within the same field of knowledge.

3. Sekolah Tinggi (the higher schools) which provide studies in one branch of a particular field of knowledge.

4. Akademi (the academies) which are restricted to specialized technological fields.

The Ministry of Education and Culture has full authority over the institutions of higher education, both public and private. The opening of institutions, their operation and management, curricular offerings, standards of qualification of teachers, admission requirements, and other standards of higher education are specified and regulated by statutes (Unesco, 1966, pp. 617-624).

Articles 22-30 of Higher Education Law No. 22 (1961) give provision to citizens to establish private institutions of higher learning. They also stipulate standards for the opening and operation of private institutions of higher learning. Article 23 states that, within six months after the opening of a private institution of higher learning, the founder of the institution must notify the Minister of Education and Culture regarding the establishment of the institution and submit to the Minister the following:

- (1) notary act legalizing the establishment of the foundation or the corporation which establishes and operates the institution,
- (2) the assets and other sources of income to be allocated toward the operation of the institution, (3) the curriculum, the roster of teachers, the curriculum vitae of each teacher, and the discipline taught by each teacher, and (4) an official statement expressing that the institution is based on Pancasila and the Political Manifesto of the Republic of Indonesia.



The above provision was later modified by Presidential Decision No. 15 (1965). It states that before the opening of a new private institution of higher learning the legal foundation which plans to establish the private institution of higher learning must first obtain written permission from the Minister of Education and Culture.

Decision No. 26 (1966) by the Minister of Education and Culture elaborates further the procedures and requirements for the opening of new private institutions of higher learning. This decision emphasizes the importance of meeting the standards in curriculum, qualifications of teachers, classroom, library, laboratories, and other educational facilities. These minimum standards are spelled out in Decision No. 162 (1967) and Decision No. 164 (1967) by the Director General of Higher Education.

Article 25 of Higher Education Law No. 22 (1961) classifies private institutions of higher learning into three categories. They are: (1) Terdaftar (registered), (2) Diakui (recognized), and (3) Disamakan (equalized). "Registered" institutions may prepare their students to sit for the examination of state institutions. "Recognized" institutions may set their own examinations under the direction and supervision of the Minister of Education and Culture and their diploma or degree has the same value as those awarded by state institutions. "Equalized" institutions may set their own examinations, and their results are accepted on the same basis as those in state institutions.

The promotion of a private institution or its faculty, or its academic department from the category of "registered" to "recognized"

and/or from "recognized" to "equalized" is regulated by Decision No. 164 (1967) of the Director General of Higher Education. This decision provides that the promotion of a "registered" institution to the category of "recognized" institution, the diploma or degree of which will have the same value as those awarded by state institutions, are as follows:

1. The private institution must have prepared its students to sit in state examinations on the Sarjana Muda (Bachelors level) or on the Sarjana (Masters level) for three consecutive years with satisfactory results.

2. The private institution must meet the standards in curriculum, qualifications and adequacy of teaching staff, and in other educational facilities as specified in articles 2-7 in Decision No. 164 (1967) by the Director General of Higher Education.

Government Regulation No. 23 (1959) states that the Minister of Education and Culture shall conduct "state examinations" every year. To administer such examinations the Minister shall appoint a board of examiners in each state institution of higher learning. The Minister shall also appoint an official to coordinate the preparation and administration of state examinations (Departemen Pendidikan dan Kebudayaan, 1970).

Article 6 of Government Regulation No. 23 (1959) provides that students from private institutions of higher learning who meet the following requirements are allowed to sit for state examinations.

1. The student is from an officially registered private institution of higher learning; the institution must have been

"registered" for at least three years; the institution meets all standards specified in Articles 2-7 of Decision No. 164 (1967) by the Director General of Higher Education.

2. The student possesses a government diploma from Senior High School.

3. The candidate for the Sarjana (Masters) degree must have been a regular student in the private institution for at least four years, and the candidate for the Sarjana Muda (Bachelors) degree must have been a regular student in the private institution for at least two years.

4. The candidate must have passed the examinations administered by the private institution and must submit the results to the board of examiners.

The promotion of a "registered" institution to a "recognized" category is done by the Director General of Higher Education upon the recommendation of the Institute of Private Higher Education (Higher Education Law No. 22, 1961, article 27) or by the Coordinator of Private Institutions of Higher Learning (Decision No. 163, 1967, article 4 of the Director General of Higher Education). Once a "registered" institution has attained the status of being "recognized" it can administer its own examinations under the direction and supervision of the Minister of Education and Culture and the diploma or degree issued by a "recognized" institution will have the same value as those awarded by state institutions.

A "recognized" institution can work further to attain "equalized" status. The institution must have administered its own

examinations with active supervision of the Minister of Education and Culture on the Sarjana or Sarjana Muda for two consecutive years with satisfactory results. The promotion is executed by the Director General of Higher Education.

Problems of Government Academic Recognition  
Encountered by Some Private Institutions  
of Higher Learning

It is interesting to note that, at the very beginning of the establishment of higher education in Indonesia, both during the time of the Dutch Colonial rule and after the proclamation of independence of Indonesia in 1945, the idea of private initiative in higher education developed simultaneously with (if not prior to) public higher education. As has been cited elsewhere in this dissertation, it was a Dutch private enterprise which developed the idea of a college of engineering in Bandung in 1921. The Gajah Mada University which was established less than a month after the opening of the first post secondary education in independent Indonesia in 1946 was founded by a private body, the "Yayasan Balai Perguruan Tinggi Gajah Mada."

There are a number of motivations for the establishment of private higher education in the country. Uppermost of these, perhaps, is the fact that state institutions throughout the country can accommodate only up to 30 percent of senior high school graduates who are eligible for post-secondary education. Many private universities and colleges are operated by religious bodies, the Catholics, Islam, and Protestant groups (Departemen Pendidikan dan Kebudayaan, 1977).

In 1975 in the West Java Province, where Indonesia Union College is located, there were 52 private institutions of higher

learning, 10 Universitas (universities), 2 Institut (institutes), 7 Sekolah Tinggi (higher schools), and 33 Akademi (academies). Of the 52 institutions one was "equalized," 5 were "recognized," and the other 46 were "registered" (Departemen Pendidikan dan Kebudayaan, 1977).

Some of the reasons many of the institutions were unable to obtain a higher status of government academic recognition, according to an extensive survey conducted by the Coordinator of Private Education for the West Java Province (1977), were inadequacy of resources, lack of academic perception, lack of qualified personnel, lack of public support, lack of educational facilities, and inability to plan and manage.

It was noted that members of the board of directors of some institutions were not only incapable of generating funds outside of the institutions but they also tried to live from the income of the institution. As a result many of the institutions have had to operate under sub-optimal conditions, hiring a disproportionately large number of part time teachers and holding classes in rented halls shared with other institutions.

Indonesia Union College stands as one of the forty-six private institutions in West Java which thus far have not obtained government academic recognition. Situated on a beautiful fifty-five acre campus with relatively adequate buildings for administrative offices, classrooms, library, and housing for teachers and students, the college possesses educational facilities much more adequate than some of the "recognized" private institutions in the country.

The college has constituents of over 30,000 Seventh-day Adventists in the West Indonesia Union Mission who support it morally and financially. The Seventh-day Adventist churches also provide a broad base from which the college draws its students. Coupled with the fact that Indonesia Union College was the first private institution of higher learning in West Java, the Coordinator of Private Higher Education and many observers have asked why the college does not attain a higher level of government academic recognition.

Not only does Indonesia Union College not enjoy government academic recognition but it also has never taken an official step to seek such recognition. This seemingly apparent paradox is, however, not unique to Indonesia Union College.

Walter (1966, pp. 150-166) reviewed some of the problems related to accreditation that Seventh-day Adventist Higher Education in the United States encountered during the period between 1930 to 1940 when most of the Seventh-day Adventist colleges were trying hard to meet the necessary requirements to be accredited. Some of the driving forces for accreditation were the need for academic excellence, fear of declining enrollment, need of accreditation for pre-medical students, and pressures from administrators, constituents, and patrons.

There was, however, considerable opposition from within the church to the idea of accrediting Seventh-day Adventist educational institutions. Some of the reasons for the opposition as noted by Walter (1966, pp. 159-163) were:

1. Accreditation would constitute an unholy alliance between church and state.

2. An advanced degree did not prove to be a magic answer to the problems which arose in the planning and administration of the college.

3. It was practically impossible for a member of the church to obtain an advanced degree without losing his spirituality.

When the colleges moved to seek accreditation it was necessary for the organizational pattern of the institutions to undergo changes to make it more efficient and acceptable. There was also the need to improve such facilities as libraries, laboratories, and classrooms. In some cases new buildings needed to be provided or existing ones needed to be remodelled or enlarged. Strong measures to adequately staff the academic departments with qualified teachers needed to be taken.

Walter (1966, pp. 164-166) also pointed out that accreditation brought numerous effects, some positive and others not as positive. On the positive side, students from accredited colleges were accepted in graduate school without penalty or probation. Teachers and students strived for a higher level of academic excellence. Students were recognized by the various professional schools and examining boards. Accreditation stimulated members of the faculty and administration to join professional organizations which brought them in greater contact with those in similar positions in other colleges or universities.

On the negative side, there was a trend toward conformity. While accreditation helped to correct some defects that needed to be

corrected, it had a tendency to destroy some of the basic characteristics which were somewhat unique to Seventh-day Adventist colleges and which were part of the reason why the system of colleges was founded. There was also the spirit of intercollegiate competition which seemed to stem from the race to see which college could be first to become accredited. The choice of the man to head the institution was based highly on the fact that he had a degree from a well-known and much recognized institution.

According to Fisher (1928, p. 7) the demand from pupils and patrons that mission schools obtain government academic recognition in Korea was at first objected to by many missionary teachers and mission leaders. They contended that government academic recognition required standards of teachers qualifications, buildings, ground, and equipment which were very difficult to fulfill and which meant a very considerable financial expenditure. There was also the feeling that government recognition would secularize the school to such an extent that the teaching of the Bible and the propagation of Christianity would be so limited and hindered that it would sink to a very subordinate place in the school.

Fisher (1928, pp. 38-64), however, concluded that, in order for the mission schools in Korea to perform the greatest service and in order to hold the respect of the people, it must give the very best and broadest education possible. He said that the day was long past when schools of poor educational standards could be used as bait to get non-Christians under the influence of Christian teaching.

Ruberu (in Holmes, 1967, pp. 77-118), reviewing the history of Christian mission schools in Sri Lanka, pointed out that the



mission schools flourished during the British Colonial rule in the country due to the laissez fair attitude of the government which left education in the hands of voluntary agencies (chiefly Christian churches) and also due to substantial government grants allocated for the operation and maintenance of mission schools.

Sri Lanka's independence in 1947, however, created a need for a national system of education in keeping with the national and cultural aspirations of the people. During the fifties the government considered the feasibility of absorbing all denominational schools into the state system. Government Act No. 8 of 1961 made the Director of Education in Sri Lanka the manager of all assisted denominational and private schools. This take-over by the state virtually brought to an end the Christian mission school system in Sri Lanka (Holmes, 1967, pp. 77-118).

The Inaugural Assembly of the East Asia Christian Conference held in Kuala Lumpur in 1959 noted that the national goals of education in the areas they served were schooling for every child so that he can play his part as an intelligent and responsible citizen of his country; education for social cohesion and unity, and education for the uplift of standards of living (U Kyaw Tan, 1959, pp. 110-113).

The Inaugural Assembly also noted that the Christian churches should relate themselves positively to these new goals and consider what their constructive contribution can be in relation to them. This requires a radical reorganization of the Christian schools, so that they may express a concern not only for the economic and political

means of life but also for a sense of values and the life of the spirit (U Kyaw Tan, 1959, pp. 110-113).

The Catholic church operates by far the most comprehensive mission educational system in Indonesia. According to Cooley (1968, p. 43) the Catholics operate 2,414 elementary schools, 520 secondary schools, 49 normal schools, 3 major seminaries for secular clergy and 8 seminaries for religious clergy, and 3 universities.

The following quotation will reveal something of the broad conception that underlies Catholic mission in Indonesia:

At present what is required is this: not to ignore the existing social structure, but to utilize and develop it for the better; not to isolate the students from their social and cultural environment in a kind of education which is subservient to Western programs, but to develop the students in their social context as an irradiating ferment; not just to present charity to the poor, the sick, the destitute, and the orphans, but as the genuine conception of apostolate has it--to better the structures of this world and to integrate whatever is sound in the social patterns into a dynamic Christian community. (Cooley, p. 44)

## CHAPTER III

### DESIGN OF THE STUDY

This chapter describes the design of the study which includes the sample and selection methodology, the instrumentation and data collection technique, and the treatment of the data.

#### Population of the Study

The population of this study were the constituents of Indonesia Union College which consisted of Seventh-day Adventist Church members in the West Indonesia Union Mission territory. Eight local missions, namely: North Sumatra Mission, Central Sumatra Mission, South Sumatra Mission, West Java Mission, Central Java Mission, East Java Mission, Kalimantan Mission, and Nusa Tenggara Mission comprise the West Indonesia Union Mission. In 1977 the total membership of the Union was 31,904.

For this study the following strata of the population were identified:

1. Members of the faculty and members of the board of directors of Indonesia Union College
2. Upper division college students attending Indonesia Union College in 1978
3. Alumni of Indonesia Union College
4. Prospective students who consist of senior high school students

5. Seventh-day Adventist church members in the territory of the West Indonesia Union Mission who do not belong to any of groups 1-4.

#### Selection Methodology and Sample Size

Members of the faculty and members of the Board of Directors, and upper division college students of Indonesia Union College in 1978 were all asked to respond to the questionnaire without sampling. There were forty-seven faculty and board members and 289 upper division college students.

Senior high school students and members of the Seventh-day Adventist churches were randomly selected according to their membership in the Seventh-day Adventist churches in the territory of the West Indonesia Union Mission. The names and addresses of all Seventh-day Adventist churches were obtained from each of the eight local mission presidents. There were 166 urban churches and 144 rural churches. Up to 20 percent of urban and 20 percent of rural churches were randomly selected in each mission (see appendix D for the list of participating churches). The senior high school students and the Adventist members in the randomly selected churches constituted the sample under each group.

It was not possible to determine the exact number of prospective students and Adventist members in the randomly selected churches. This presented a limitation to the sampling technique. However, since all of the eight local missions and all of the randomly selected urban and rural churches were represented; and since the sample size obtained from each population group was

sufficiently large, the writer felt that the sample in each population group was a good representation of the population.

Since the alumni were not evenly distributed among the churches, a special effort was made to reach them in places where there was a higher concentration of alumni such as in the Jakarta area, at the mission headquarters, and in the North Sulawesi area. There were more than 1,100 alumni.

#### Instrumentation

The data gathering instrument for this study was a questionnaire written in the Indonesian language designed to assess the attitude of the members of the faculty and the board of directors, upper division college students, alumni, prospective students, and other Seventh-day Adventist members in the West Indonesia Union Mission toward the absence of government academic recognition of the college.

Although the main purpose of the study was to assess and analyze the attitude of the respondents toward the absence of government academic recognition of the college, nine other factors were incorporated into the questionnaire in order to preclude as much as possible unnecessary bias, and also to provide information which could be valuable in understanding the attitude of the respondents toward a wider spectrum of the operation of the college. The nine factors were: (1) Adventist philosophy of education in the college, (2) Qualifications of the teaching staff of the college, (3) Curricular offerings of the college, (4) Educational facilities at the college, (5) Reputation of the college, (6) Location and environment

of the college, (7) Student work program in the college, (8) Cost of education in the college, and (9) Student life in the college.

The respondents were asked how the absence of government academic recognition of Indonesia Union College and the nine other factors cited above would:

- A. Influence Adventist parents to enroll their son/daughter in the college.
- B. Influence Adventist members to support the college morally and financially.
- C. Affect Indonesia Union College in its effort to increase enrollment.
- D. Affect Indonesia Union College in its effort to improve the quality of enrollment.
- E. Affect Indonesia Union College in its effort to achieve its objectives.
- F. Affect Indonesia Union College in its effort to obtain better moral and financial support from its alumni.
- G. Affect Indonesia Union College in its effort to obtain better moral and financial support from the public.
- H. Affect Indonesia Union College in its effort to achieve better working relationships with other institutions of higher learning in Indonesia.
- I. Affect Indonesia Union College in its effort to achieve better working relationships with institutions of higher learning abroad.
- J. Affect Indonesia Union College in its effort to attract better qualified teaching staff from among its constituents.

K. Affect Indonesia Union College alumni in their effort to find a job in the Seventh-day Adventist church organization.

L. Affect Indonesia Union College alumni in their effort to find a job outside of the Seventh-day Adventist church organization.

M. Affect Indonesia Union College alumni in their plan to continue their education in other institutions of higher learning in Indonesia.

N. Affect Indonesia Union College alumni in their plan to continue their education in institutions of higher learning abroad.

O. Affect Indonesia Union College alumni in their standing among academic circles.

P. Affect the pride of Indonesia Union College alumni in their alma mater.

Q. Affect the pride of Indonesia Union College alumni in the diploma/degree they obtained from Indonesia Union College

R. Affect Indonesia Union College alumni in their effort to obtain a job which is commensurate with the level of education they obtained from Indonesia Union College.

S. Influence prospective students to attend the college.

For each factor, the respondent, using a five-point scale, was asked to give an evaluation which indicated the degree of the attitude of the respondent toward the factor. The corresponding point values for each factor were:

Very positive attitude	= 5
Positive attitude	= 4
Neutral attitude	= 3

Negative attitude = 2

Very negative attitude = 1

The instrument was pretested among Indonesians at Andrews University. The people who participated in the pilot study were all acquainted with Indonesia Union College. Eight high school students, nine alumni of Indonesia Union College, and two parents responded to the questionnaire.

After the writer collected the completed questionnaire, he interviewed the respondents to find out if they had any difficulty in understanding the purpose of each question or if they had difficulty in responding to any of the questions. They were also asked why they gave certain category of response (1-5) to each question.

A number of very significant revisions were made after the first pilot study. For example, the original question which asked the respondent to evaluate the qualifications of the teaching staff of the college was modified such as to ask the respondent to evaluate specifically the qualifications of the teaching staff of the college at the time of the administration of the questionnaire. Thus the respondent was asked to give an evaluation of each of the ten factors about the college as they currently existed.

After the original questionnaire was revised it was again piloted for the second time among forty Seventh-day Adventist Indonesians in the Los Angeles area. It was determined satisfactorily that the respondents who were giving response categories 1 and 2 were negative in their evaluation of the factor. Likewise people who were giving response category 3 were either expressing no opinion about



the factor or that the factor had no positive or negative influence; and those who were giving response categories 4 and 5 were positive in their evaluation of the factor.

#### Data Collection Technique

At the annual year-end meeting of the executive committee of the West Indonesia Union Mission held on the campus of Indonesia Union College in December 1977, the members of the committee who also constituted the members of the Board of Directors of Indonesia Union College, were asked to respond to the questionnaire.

At the conclusion of the meeting copies of the questionnaire were distributed to the eight mission presidents in attendance. They were given instructions as to how to answer questions that may arise and necessary pointers needed to be communicated to the local church pastors who were to administer the questionnaire to the constituents in the randomly selected churches.

Copies of the questionnaire were given to President R. A. Nainggolan to administer to the members of the faculty and the students of Indonesia Union College. Dr. R. H. Tauran was asked to administer the questionnaire to alumni in the North Sulawesi area. The number of questionnaires distributed among the local missions, the college, and the North Sulawesi area were as follows: North Sumatra Mission 300, Central Sumatra Mission 250, South Sumatra Mission 200, West Java Mission 400, Central Java Mission 250, East Java Mission 250, Kalimantan Mission 100, Nusa Tenggara Mission 150, Indonesia Union College 400, and North Sulawesi 50. The total number of questionnaires distributed was 2,350 copies.

In January 1978, the writer visited each mission headquarters and Indonesia Union College and collected the completed questionnaires. Copies of completed questionnaires from North Sulawesi were airmailed to the writer in Jakarta.

#### Data Treatment

The data from the questionnaires were fed into the computer at Andrews University Computing Center to compute the median response to all nineteen questions on the ten factors on the part of each group of respondents, the rank order correlation among the median responses of the ten factors with respect to each of the nineteen questions on the part of the five groups of respondents, and a comparison of the frequencies of response (1 to 5) with respect to the absence of government academic recognition of Indonesia Union College on the part of each group of respondents.

Hypotheses stated in the null were as follows:

1. The absence of government academic recognition of Indonesia Union College would not negatively influence prospective students to attend the college.

2. The absence of government academic recognition of Indonesia Union College would not negatively influence Adventist parents to enroll their son/daughter in the college.

3. The absence of government academic recognition of Indonesia Union College would not negatively affect alumni of the college:

- a. in their effort to find a job in the Seventh-day Adventist organization.

- b. in their effort to find a job outside of the Seventh-day Adventist church organization.
- c. in their plan to continue their education in other institutions of higher learning in Indonesia.
- d. in their plan to continue their education in institutions of higher learning abroad.
- e. in their standing among academic circles.
- f. in their pride in their alma mater.
- g. in their pride in the degree they obtained from Indonesia Union College.
- h. in their effort to find a job which is commensurate with the level of education they obtained from Indonesia Union College.

4. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort:

- a. to increase enrollment.
- b. to improve the quality of enrollment.
- c. to achieve its objectives.
- d. to obtain better moral and financial support from Adventist members.
- e. to obtain better moral and financial support from its alumni.
- f. to obtain better moral and financial support from the public.

- g. to achieve better working relationships with other institutions of higher learning in Indonesia.
- h. to achieve better working relationships with institutions of higher learning abroad.
- i. to attract better qualified teaching staff from among its constituents.

For each group of respondents separately, using the MQ program the median response to all questions on the ten factors was determined. For those relating to the absence of government academic recognition of Indonesia Union College, the null hypothesis was rejected when the median response lay below 2.5 on the scale.

5. From the data ascertained by the instrument it was also hypothesized that there would be no positive rank order correlation among the medians of the ten factors with respect to each of the nineteen questions on the part of the five groups of respondents. Kendall's Coefficient of Concordance  $W$  was used to test this hypothesis, since it is the only technique which compares more than two sets of ranks (Ferguson, 1976, pp. 373-375). Significance was determined at the .05 probability level.

6. It was also hypothesized that there would be no difference in the evaluation of the absence of government academic recognition of Indonesia Union College among the five groups of respondents. Chi-square analysis was used to test this hypothesis. For example, when comparing the responses of the five respondent groups to question A, chi-square analysis was used with the respondents as one dimension and the response categories as the second dimension. The

value of chi-square was obtained as a measure of the departure of the observed frequencies in each cell from the frequencies to be expected if the null hypothesis were true, that is if all groups responded proportionately in each response category. Significance was determined at the .05 probability level.

#### Subsidiary Study

Three teachers from Indonesia Union College, R. A. Hutagaol, E. H. Pandjaitan, and D. Tambunan, were asked to interview the officials of six private institutions of higher learning in Java (see appendix C for interview sheet). The university officer interviewed was either the vice president for academic affairs or another ranking officer in academic administration.

The six universities were chosen on the following basis: (1) the university must have government academic recognition from the Ministry of Education and Culture of the Republic of Indonesia, either a "recognized" or an "equalized" status, (2) the following philosophy of operation must be represented by the six universities: Islamic philosophy, Catholic philosophy, Christian (non-Catholics) philosophy, and non-religious philosophy, (3) the six universities must be located in Java for easier communication purposes (see appendix B for the profile of the six universities).

This subsidiary study was undertaken to find out how some private institutions of higher learning in Indonesia have acquired government academic recognition and how their philosophies and operations have been influenced by such recognition. The data from the interviews provided valuable information for the interpretation of the study.

## CHAPTER IV

### PRESENTATION OF THE FINDINGS

The primary purpose of this study was to assess and analyze the attitude of the constituents of Indonesia Union College toward the absence of government academic recognition of the college. The constituent groups which were sampled and which, consequently, provided data were members of the faculty and the board of directors, current upper division students, alumni, prospective students, and other Seventh-day Adventist church members in the territory of the West Indonesia Union Mission.

The number of survey questionnaires distributed to the eight local missions to be administered to the church members in the randomly selected churches, to Indonesia Union College, and to the North Sulawesi area was 2,350. Of the 2,350 copies distributed, 1,417 were returned representing a rate of response of 60.3 percent. The number of copies returned from each distribution area were as follows:

North Sumatra Mission 172, Central Sumatra Mission 120, South Sumatra Mission 128, West Java Mission 238, Central Java Mission 148, East Java Mission 162, Kalimantan Mission 57, Nusa Tenggara Mission 62, Indonesia Union College 303, North Sulawesi area 27. Of the total number returned 1,182 were usable.

For each group of respondents separately and for the total sample, the computer MQ program was used to compute the median

response to all nineteen questions on each of the ten factors. For those relating to the absence of government academic recognition of the college, the null hypotheses were rejected when the median response lay below 2.5 on the scale.

The point level of rejecting the null hypotheses was arbitrarily set below 2.5. Median response below 2.5 was assumed to be below the lower limit of 3 which was set as the evaluation which indicated no opinion. Likewise, a median response above 3.5 indicated a positive evaluation.

The first null hypothesis was: The absence of government academic recognition of Indonesia Union College would not negatively influence prospective students to attend the college. Table 1 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on prospective students to attend the college.

Median responses of 2.76 by faculty and board members, 2.77 by current upper division students, 2.78 by alumni, 3.35 by prospective students, 3.02 by Adventist members, and 2.96 by the total sample, led to the acceptance of the first null hypothesis.

The second null hypothesis was: the absence of government academic recognition of Indonesia Union College would not negatively influence Adventist parents to enroll their son/daughter in the college. Table 2 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the

TABLE 1

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON PROSPECTIVE STUDENTS  
TO ATTEND THE COLLEGE

Respondents	N	Median Response
Faculty and Board Members	40	2.76
Current Upper Division IUC Students	253	2.77
Alumni	201	2.78
Prospective Students	175	3.35
Adventist Members	510	3.02
Total Sample	1,179	2.96

college on Adventist parents to enroll their son/daughter in the college.

Median responses of 3.00 by faculty and board members, 2.89 by current upper division students, 2.95 by alumni, 3.33 by prospective students, 3.13 by Adventist members, and 3.07 by the total sample led to the acceptance of the second null hypothesis.

The third null hypothesis dealt with the influence of the absence of government academic recognition of Indonesia Union College on its alumni with respect to eight statements.

1. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their effort to find a job in the Seventh-day Adventist church organization. Table 3 gives the median responses of each group of



TABLE 2

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON ADVENTIST PARENTS TO ENROLL  
THEIR SON/DAUGHTER IN THE COLLEGE

Respondents	N	Median Response
Faculty and Board Members	40	3.00
Current Upper Division IUC Students	254	2.89
Alumni	201	2.95
Prospective Students	176	3.33
Adventist Members	510	3.13
Total Sample	1,181	3.07

respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on alumni in their effort to find a job in the Seventh-day Adventist church organization.

Median responses of 3.00 by faculty and board members, 3.13 by current upper division students, 3.20 by alumni, 3.16 by prospective students, 3.25 by Adventist members, and 3.20 by the total sample led to the acceptance of the above null hypothesis.

2. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their effort to find a job outside of the Seventh-day Adventist church organization. Table 4 gives the median responses of each group of respondents separately and the total sample with respect

TABLE 3

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON ALUMNI TO FIND A JOB IN THE SEVENTH-DAY  
ADVENTIST CHURCH ORGANIZATION

Respondents	N	Median Response
Faculty and Board Members	40	3.00
Current Upper Division IUC Students	254	3.13
Alumni	201	3.20
Prospective Students	176	3.16
Adventist Members	510	3.25
Total Sample	1,181	3.20

TABLE 4

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON ALUMNI TO FIND A JOB OUTSIDE OF THE SEVENTH-  
DAY ADVENTIST CHURCH ORGANIZATION

Respondents	N	Median Response
Faculty and Board Members	40	2.76
Current Upper Division IUC Students	254	2.75
Alumni	200	2.89
Prospective Students	175	3.14
Adventist Members	509	3.04
Total Sample	1,178	2.96

to the influence of the absence of government academic recognition of the college on alumni in their effort to find a job outside of the Seventh-day Adventist church organization.

Median responses of 2.76 by faculty and board members, 2.75 by current upper division students, 2.89 by alumni, 3.14 by prospective students, 3.04 by Adventist members, and 2.96 by the total sample led to the acceptance of the above null hypothesis.

3. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their plan to continue their education in other institutions of higher learning in Indonesia. Table 5 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition on alumni in their plan to continue their education in other institutions of higher learning in Indonesia.

Median response of 2.22 by faculty and board members led to the rejection of the above null hypothesis for this group of respondents. Median response of 2.50 by current upper division students is at the borderline of rejecting the hypothesis. Median responses of 2.63 by alumni, 3.08 by prospective students, 2.93 by Adventist members, and 2.80 by the total sample led to the acceptance of the hypothesis for the last three groups of respondents and the total sample.

4. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their plan to continue their education in institutions of higher

TABLE 5

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON ALUMNI TO CONTINUE THEIR EDUCATION IN OTHER  
INSTITUTIONS OF HIGHER LEARNING IN INDONESIA

Respondents	N	Median Response
Faculty and Board Members	40	2.22
Current Upper Division IUC Students	254	2.50
Alumni	201	2.63
Prospective Students	176	3.08
Adventist Members	510	2.93
Total Sample	1,181	2.80

learning abroad. Table 6 gives the median responses of each group of respondents and the total sample with respect to the influence of the absence of government academic recognition of the college on alumni in their plan to continue their education in institutions of higher learning abroad.

Median responses of 2.98 by faculty and board members, 2.91 by current upper division students, 3.00 by alumni, 3.18 by prospective students, 3.10 by Adventist members, and 3.05 by the total sample led to the acceptance of the above null hypothesis.

5. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their standing among academic circles. Table 7 gives the median responses of each group of respondents separately and the total

TABLE 6

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON ALUMNI TO CONTINUE THEIR EDUCATION IN INSTITUTIONS  
OF HIGHER LEARNING ABROAD

Respondents	N	Median Response
Faculty and Board Members	40	2.98
Current Upper Division IUC Students	254	2.91
Alumni	201	3.00
Prospective Students	176	3.18
Adventist Members	510	3.10
Total Sample	1,181	3.05

TABLE 7

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON THE STANDING OF ALUMNI  
AMONG ACADEMIC CIRCLES

Respondents	N	Median Response
Faculty and Board Members	40	2.74
Current Upper Division IUC Students	254	2.71
Alumni	201	2.87
Prospective Students	176	3.17
Adventist Members	510	3.00
Total Sample	1,181	2.93

sample with respect to the influence of the absence of government academic recognition of the college on alumni in their standing among academic circles.

Median responses of 2.74 by faculty and board members, 2.71 by current upper division students, 2.87 by alumni, 3.17 by prospective students, 3.00 by Adventist members, and 2.93 by the total sample led to the acceptance of the above null hypothesis.

6. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their pride in their alma mater. Table 8 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on the pride of alumni in their alma mater.

TABLE 8

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON THE PRIDE OF ALUMNI  
IN THEIR ALMA MATER

Respondents	N	Median Response
Faculty and Board Members	40	2.87
Current Upper Division IUC Students	253	2.77
Alumni	201	3.06
Prospective Students	175	3.13
Adventist Members	510	3.06
Total Sample	1,179	3.00

Median responses of 2.87 by faculty and board members, 2.77 by current upper division students, 3.06 by alumni, 3.13 by prospective students, 3.06 by Adventist members, and 3.00 by the total sample led to the acceptance of the above null hypothesis.

7. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their pride in the degree/diploma they obtained from the college. Table 9 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on Alumni in their pride in the degree/diploma they obtained from the college.

TABLE 9

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON THE PRIDE OF ALUMNI IN THE DEGREE/DIPLOMA  
THEY OBTAINED FROM THE COLLEGE

Respondents	N	Median Response
Faculty and Board Members	40	2.50
Current Upper Division IUC Students	254	2.72
Alumni	201	2.87
Prospective Students	175	3.25
Adventist Members	510	3.03
Total Sample	1,180	2.95

Median response of 2.50 by faculty and board members is at the borderline of rejecting the above null hypothesis. Median responses of 2.72 by current upper division students, 2.87 by alumni, 3.25 by prospective students, 3.03 by Adventist members, and 2.95 by the total sample led to the acceptance of the hypothesis for each of the last four groups of respondents and the total sample.

8. The absence of government academic recognition of Indonesia Union College would not negatively affect its alumni in their effort to find a job commensurate with the level of education they obtained from the college. Table 10 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition on alumni in their effort to find a job commensurate with the level of education they obtained from the college.

TABLE 10

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON ALUMNI TO FIND A JOB COMMENSURATE WITH THE LEVEL  
OF EDUCATION THEY OBTAINED FROM THE COLLEGE

Respondents	N	Median Response
Faculty and Board Members	40	2.72
Current Upper Division IUC Students	254	2.80
Alumni	201	2.87
Prospective Students	175	3.25
Adventist Members	510	3.06
Total Sample	1,180	2.99



Median responses of 2.72 by faculty and board members, 2.80 by current upper division students, 2.87 by alumni, 3.25 by prospective students, 3.06 by Adventist members, and 2.99 by the total sample led to the acceptance of the above null hypothesis.

The fourth null hypothesis dealt with the effect of the absence of government academic recognition of Indonesia Union College on the college with respect to nine statements included in it.

1. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to increase its enrollment. Table 11 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to increase its enrollment.

TABLE 11  
INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON THE COLLEGE TO  
INCREASE ENROLLMENT

Respondents	N	Median Response
Faculty and Board Members	40	3.09
Current Upper Division IUC Students	254	2.76
Alumni	201	2.88
Prospective Students	176	3.14
Adventist Members	510	3.03
Total Sample	1,181	2.97

Median responses of 3.09 by faculty and board members, 2.76 by current upper division students, 2.88 by alumni, 3.14 by prospective students, 3.03 by Adventist members, and 2.97 by the total sample led to the acceptance of the above null hypothesis.

2. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to improve the quality of its enrollment. Table 12 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to improve the quality of its enrollment.

TABLE 12  
INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON THE COLLEGE TO IMPROVE  
QUALITY OF ENROLLMENT

Respondents	N	Median Response
Faculty and Board Members	40	3.04
Current Upper Division IUC Students	254	2.79
Alumni	201	2.92
Prospective Students	176	3.12
Adventist Members	510	3.04
Total Sample	1,181	2.98

Median responses of 3.04 by faculty and board members, 2.79 by current upper division students, 2.92 by alumni, 3.12 by prospective students, 3.04 by Adventist members, and 2.98 by the total sample led to the acceptance of the above null hypothesis.

3. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to achieve its objectives. Table 13 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college in its effort to achieve its objectives.

Median responses of 3.00 by faculty and board members, 2.81 by current upper division students, 2.96 by alumni, 3.14 by

TABLE 13  
INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON THE COLLEGE TO ACHIEVE  
ITS OBJECTIVES

Respondents	N	Median Response
Faculty and Board Members	40	3.00
Current Upper Division IUC Students	254	2.81
Alumni	201	2.96
Prospective Students	175	3.14
Adventist Members	509	3.04
Total Sample	1,179	3.00

prospective students, 3.04 by Adventist members, and 3.00 by the total sample led to the acceptance of the above null hypothesis.

4. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to obtain better moral and financial support from Adventist members. Table 14 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to obtain better moral and financial support from Adventist members.

TABLE 14  
INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON THE COLLEGE TO OBTAIN BETTER MORAL AND FINANCIAL  
SUPPORT FROM ADVENTIST MEMBERS.

Respondents	N	Median Response
Faculty and Board Members	40	2.94
Current Upper Division IUC Students	254	2.90
Alumni	201	2.97
Prospective Students	176	3.31
Adventist Members	510	3.11
Total Sample	1,181	3.05

Median responses of 2.94 by faculty and board members, 2.90 by current upper division students, 2.97 by alumni, 3.31 by

prospective students, 3.11 by Adventist members, and 3.05 by the total sample led to the acceptance of the above null hypothesis.

5. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to obtain better moral and financial support from its alumni. Table 15 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to obtain better moral and financial support from its alumni.

TABLE 15  
INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON THE COLLEGE TO OBTAIN BETTER MORAL AND  
FINANCIAL SUPPORT FROM ITS ALUMNI

Respondents	N	Median Response
Faculty and Board Members	40	3.00
Current Upper Division IUC Students	254	2.93
Alumni	201	2.97
Prospective Students	176	3.05
Adventist Members	510	3.12
Total Sample	1,181	3.04

Median responses of 3.00 by faculty and board members, 2.93 by current upper division students, 2.97 by alumni, 3.05 by

prospective students, 3.12 by Adventist members, and 3.04 by the total sample led to the acceptance of the above null hypothesis.

6. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to obtain better moral and financial support from the public. Table 16 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to obtain better moral and financial support from the public.

TABLE 16  
INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
OF THE COLLEGE TO OBTAIN BETTER MORAL AND  
FINANCIAL SUPPORT FROM THE PUBLIC

Respondents	N	Median Response
Faculty and Board Members	40	2.89
Current Upper Division IUC Students	254	2.80
Alumni	201	2.86
Prospective Students	176	3.14
Adventist Members	509	3.03
Total Sample	1,180	2.96

Median responses of 2.89 by faculty and board members, 2.80 by current upper division students, 2.86 by alumni, 3.14 by

prospective students, 3.03 by Adventist members, and 2.96 by the total sample led to the acceptance of the above null hypothesis.

7. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to achieve better working relationships with other institutions of higher learning in Indonesia. Table 17 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to achieve better working relationships with other institutions of higher learning in Indonesia.

Median responses of 2.85 by faculty and board members, 2.71 by current upper division students, 2.85 by alumni, 3.08 by

TABLE 17

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION ON THE COLLEGE TO ACHIEVE BETTER WORKING RELATIONSHIPS WITH OTHER INSTITUTIONS OF HIGHER LEARNING IN INDONESIA

Respondents	N	Median Response
Faculty and Board Members	40	2.85
Current Upper division IUC Students	254	2.71
Alumni	200	2.85
Prospective Students	176	3.08
Adventist Members	509	3.05
Total Sample	1,179	2.96

prospective students, 3.05 by Adventist members, and 2.96 by the total sample led to the acceptance of the above null hypothesis.

8. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to achieve better working relationships with institutions of higher learning abroad. Table 18 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to achieve better working relationships with institutions of higher learning abroad.

TABLE 18

INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC RECOGNITION  
ON THE COLLEGE TO ACHIEVE BETTER WORKING RELATIONSHIPS  
WITH INSTITUTIONS OF HIGHER LEARNING ABROAD

Respondents	N	Median Response
Faculty and Board Members	40	3.03
Current Upper Division IUC Students	254	2.94
Alumni	201	3.02
Prospective Students	176	3.20
Adventist Members	510	3.09
Total Sample	1,181	3.06

Median responses of 3.03 by faculty and board members, 2.94 by current upper division students, 3.02 by alumni, 3.20 by



prospective students, 3.09 by Adventist members, and 3.06 by the total sample led to the acceptance of the above null hypothesis.

9. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to attract better qualified teaching staff from among its constituents. Table 19 gives the median responses of each group of respondents separately and the total sample with respect to the influence of the absence of government academic recognition of the college on its effort to attract better qualified teaching staff.

TABLE 19  
INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION ON THE COLLEGE TO ATTRACT  
BETTER QUALIFIED TEACHING STAFF

Respondents	N	Median Response
Faculty and Board Members	40	2.83
Current Upper Division IUC Students	254	2.98
Alumni	201	2.95
Prospective Students	176	3.15
Adventist Members	510	3.08
Total Sample	1,181	3.04

Median responses of 2.83 by faculty and board members, 2.98 by current upper division students, 2.95 by alumni, 3.15 by

prospective students, 3.08 by Adventist members, and 3.04 by the total sample led to the acceptance of the above null hypothesis.

Table 20 gives the median responses of the total sample and each group of respondents separately with respect to the influence of the absence of government academic recognition of the college on each of the nineteen questions. Most of the median responses by faculty and board members, current upper division students, and alumni were below 3.00. Median responses by prospective students and Seventh-day Adventist church members, with the exception of one, were all above 3.00. There was no median response by any group of respondents or the total sample that lay above 3.5. The highest median response was 3.35 and the lowest was 2.22.

Table 21 gives the median responses of the total sample for each of the ten factors with respect to each of the nineteen questions. When the median responses of the total sample for the ten factors with respect to the nineteen questions were compared, the absence of government academic recognition was given one of the two most negative evaluations consistently. In questions A to G, J, K, P, Q, and S the cost of education was given the most negative median response and the absence of government academic recognition was given next to the most negative median response. In questions H, I, L to P, and R, in which the cost of education was not included, the absence of government academic recognition was given the most negative median response.

Philosophy of education was given the most positive median response in sixteen questions (A, D to F, and H to S) and second to

TABLE 20  
MEDIAN RESPONSES ON THE INFLUENCE OF THE ABSENCE OF GOVERNMENT ACADEMIC  
RECOGNITION OF IUC WITH RESPECT TO THE NINETEEN QUESTIONS (A-S)

Questions	Respondents					
	Total Sample	Faculty and Board Members	Current Upper Division IUC Students	Alumni	Prospective Students	Adventist Members
A. Parents to enroll their son/daughter	3.07	3.00	2.89	2.95	3.33	3.13
B. College to obtain better moral and financial support from Adventist members	3.05	2.94	2.90	2.97	3.31	3.11
C. College to increase enrollment	2.97	3.09	2.76	2.88	3.14	3.03
D. College to improve quality of enrollment	2.98	3.04	2.79	2.92	3.12	3.04
E. College to reach its objectives	3.00	3.00	2.81	2.96	3.14	3.04
F. College to obtain better moral and financial support from alumni	3.04	3.00	2.93	2.97	3.05	3.12
G. College to obtain better moral and financial support from the public	2.96	2.89	2.80	2.86	3.14	3.03
H. College to achieve better working relationships with institutions of higher learning in Indonesia	2.96	2.85	2.71	2.85	3.08	3.05
I. College to achieve better working relationships with institutions of higher learning abroad	3.06	3.03	2.94	3.02	3.20	3.09
J. College to attract better qualified teaching staff	3.04	2.83	2.98	2.95	3.15	3.08
K. Alumni to find job in SDA organization	3.20	3.00	3.13	3.20	3.16	3.25
L. Alumni to find job outside of SDA organization	2.96	2.76	2.75	2.89	3.14	3.04
M. Alumni to continue their education in other institutions of higher learning in Indonesia	2.80	2.22	2.50	2.63	3.08	2.93

TABLE 20 (Continued)

Questions	Respondents					
	Total Sample	Faculty and Board Members	Current Upper Division IUC Students	Alumni	Prospective Students	Adventist Members
N. Alumni to continue their education in institutions of higher learning abroad	3.05	2.98	2.91	3.00	3.18	3.10
O. Alumni in their standing among academic circles	2.93	2.74	2.71	2.87	3.17	3.00
P. Alumni in their pride in their alma mater	3.00	2.87	2.77	3.06	3.13	3.06
Q. Alumni in their pride in the degree/diploma they obtained from the college	2.95	2.50	2.72	2.87	3.25	3.03
R. Alumni to find a job commensurate with the level of education they obtained from the college	2.99	2.72	2.80	2.87	3.25	3.06
S. Prospective students to enroll in the college	2.96	2.76	2.77	2.78	3.35	3.02
Total	1182	40	254	201	176	510

TABLE 21

MEDIAN RESPONSES OF THE TOTAL SAMPLE ON THE TEN FACTORS  
WITH RESPECT TO THE NINETEEN QUESTIONS  
N = 1182

Questions	Factors About Indonesia Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Acad. Recognition	Educational Facilities	Reputation of the College	Location and Environment	Student Work Program	Cost of Education	Student Life
A. Parents to enroll their son/daughter	4.32	3.58	3.64	3.07	3.64	3.83	4.29	3.94	2.72	3.69
B. College to obtain better moral and financial support from Adventist members	4.03	3.56	3.50	3.05	3.54	3.79	4.11	3.82	2.77	3.67
C. College to increase enrollment	4.04	3.56	3.48	2.97	3.51	3.77	4.06	3.82	2.72	3.61
D. College to improve quality of enrollment	4.11	3.52	3.46	2.98	3.52	3.76	4.06	3.80	2.79	3.61
E. College to reach its objectives	4.14	3.54	3.50	3.00	3.58	3.75	4.06	3.81	2.83	3.71
F. College to obtain better moral and financial support from alumni	4.10	3.53	3.48	3.04	3.58	3.79	4.06	3.76	2.80	3.64
G. College to obtain better moral and financial support from the public	3.97	3.54	3.42	2.96	3.59	3.74	4.04	3.77	2.79	3.65
H. College to achieve better working relationships with institutions of higher learning in Indonesia	4.01	3.54	3.40	2.96	3.55	3.76	3.98			
I. College to achieve better working relationships with institutions of higher learning abroad	4.10	3.60	3.47	3.06	3.54	3.76	4.02			

TABLE 21 (Continued)

Questions	Factors About Indonesia Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Acad. Recognition	Educational Facilities	Reputation of the College	Location and Environment	Student Work Program	Cost of Education	Student Life
J. College to attract better qualified teaching staff	4.15	3.60	3.49	3.04	3.54	3.76	4.01	3.76	2.87	3.68
K. Alumni to find job in SDA organization	4.26	3.74	3.72	3.20	3.68	3.82	4.05	3.82	2.88	3.73
L. Alumni to find job outside of SDA organization	4.03	3.65	3.51	2.96	3.57	3.79				
M. Alumni to continue their education in other institutions of higher learning in Indonesia	3.90	3.48	3.26	2.80	3.50	3.68				
N. Alumni to continue their education in institutions of higher learning abroad	4.02	3.57	3.51	3.05	3.45	3.73				
O. Alumni in their standing among academic circles	4.00	3.55	3.43	2.93	3.55	3.72				
P. Alumni in their pride in their alma mater	4.15	3.68	3.54	3.00	3.61	3.81	4.02	3.86	2.85	3.72
Q. Alumni in their pride in the degree/ diploma they obtained from the college	4.13	3.62	3.51	2.95	3.61	3.80	3.98	3.82	2.87	3.72
R. Alumni to find a job commensurate with the level of education they obtained in the college	4.09	3.66	3.53	2.99	3.61	3.82				
S. Prospective students to enroll in the college	4.10	3.63	3.53	2.96	3.63	3.84	4.01	3.86	2.74	3.76

the most positive in three questions (B, C, G). Location and environment was given the most positive median response in three questions (B, C, G) and second to the most positive in sixteen questions (A, D to F, H to S).

Reputation of the college, student work program, and student life in Indonesia Union College each was given a median response above 3.5 with respect to all questions by the total sample. The following two factors, qualifications of the teaching staff and educational facilities each was given a median response above 3.5 with respect to eighteen questions. With respect to question M (alumni continuing their education in other institutions of higher learning in Indonesia) qualifications of the teaching staff was given a median response of 3.26 and with respect to question N (alumni continuing their education in institutions of higher learning abroad) educational facilities was given a median response of 3.45. Curricular offerings was given a median response of 3.5 or above with respect to ten questions (A, B, E, K, L, N, P to R) and below 3.5 with respect to nine questions (C, D, F to J, M, O).

When the median responses on the nineteen questions with respect to the absence of government academic recognition were compared, question M (alumni continuing their education in other institutions of higher learning in Indonesia) was given the most negative median response by the total sample.

The fifth null hypothesis was: There would be no positive rank order correlation among the medians of the ten factors with respect to each of the nineteen questions on the part of the five

groups of respondents. Table 22 presents the rank order correlation of the ten factors with respect to the nineteen questions by the five groups of respondents. This hypothesis was rejected with respect to the following questions: (A) Parents to enroll their son/daughter at the college, (B) College to obtain better moral and financial support from Adventist members, (C) College to increase enrollment, (D) College to improve the quality of enrollment, (E) College to reach its objectives, (F) College to obtain better moral and financial support from its alumni, (G) College to obtain better moral and financial support from the public, (H) College to achieve better working relationships with other institutions of higher learning in Indonesia, (I) College to achieve better working relationships with institutions of higher learning abroad, (J) College to attract a better qualified teaching staff from among its constituents, (K) Alumni to find a job in Seventh-day Adventist church organization, (L) Alumni to find a job outside of the Seventh-day Adventist church organization, (N) Alumni to continue their education in institutions of higher learning abroad, (O) Alumni in their standing among academic circles, (P) Alumni in their pride in their alma mater, (Q) Alumni in their pride in the degree/diploma they obtained from the college, (R) Alumni to find a job which is commensurate with the level of education they obtained from the college, (S) Prospective students to attend the college. With respect to question M (Alumni to continue their education in other institutions of higher learning in Indonesia) the fifth hypothesis was retained.



TABLE 22

RANK ORDER CORRELATION OF THE TEN FACTORS<sup>a</sup> WITH RESPECT TO  
THE NINETEEN QUESTIONS BY THE FIVE GROUPS OF RESPONDENTS

Questions	No. of Factors Ranked	Kendall Coefficient of Concordance	Significance at .05	
			Yes	No
A. Parents to enroll their son/daughter	10	.74	X	
B. College to obtain better moral and financial support from Adventist members	10	.50	X	
C. College to increase enrollment	10	.38	X	
D. College to improve quality of enrollment	10	.63	X	
E. College to reach its objectives	10	.58	X	
F. College to obtain better moral and financial support from alumni	10	.59	X	
G. College to obtain better moral and financial support from the public	10	.56	X	
H. College to achieve better working relationships with institutions of higher learning in Indonesia	7	.57	X	
I. College to achieve better working relationships with institutions of higher learning abroad	7	.65	X	
J. College to attract better qualified teaching staff	10	.48	X	
K. Alumni to find job in SDA organization	10	.53	X	
L. Alumni to find job outside of SDA organization	6	.68	X	
M. Alumni to continue their education in institutions of higher learning in Indonesia	6	.29		X
N. Alumni to continue their education in institutions of higher learning abroad	6	.52	X	
O. Alumni in their standing among academic circles	6	.45	X	
P. Alumni in their pride in their alma mater	10	.58	X	
Q. Alumni in their pride in the degree/diploma they obtained from the college	10	.65	X	

TABLE 22 (Continued)

Questions	No. of Factors Ranked	Kendall Coefficient of Concordance	Significance at .05	
			Yes	No
R. Alumni to find a job commensurate with the level of education they obtained in the college	6	.67	X	
S. Prospective students to enroll in the college	10	.65	X	

<sup>a</sup>See list of the ten factors in appendix A.

The sixth hypothesis was: There would be no difference in the evaluation of the absence of government academic recognition with respect to the nineteen questions on the part of the five groups of respondents. The chi-square tests were undertaken with the five groups of respondents as the one dimension and the five response categories as the second dimension. This yields  $(5-1) \times (5-1) = 16$  degrees of freedom. However, for ease of comparison, tables 23-41 combine responses 1 and 2 into a single category and responses 4 and 5 into a single category for display purposes.

Table 23 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question A (the influence of the absence of government academic recognition on parents to enroll their son/daughter in the college). The chi-square value of 39.02 with 16 degrees of freedom and a probability of .001 led to the rejection of the sixth null hypothesis for question A. There was a significant difference among the responses of the five groups of respondents.

Current upper division students and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

Table 24 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question B (the influence of the absence of government academic recognition on the effort of the college to obtain better moral and financial support from Adventist members).

TABLE 23

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF  
GOVERNMENT ACADEMIC RECOGNITION ON ADVENTIST PARENTS  
TO ENROLL THEIR SON/DAUGHTER IN THE COLLEGE

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	*f	%	f	%	f	%
Faculty and Board Members	9	22.5	22	55.0	9	22.5
Current Upper Division IUC Students	88	34.6	100	39.4	66	26.0
Alumni	62	30.7	85	42.1	55	27.2
Prospective Students	35	20.0	64	36.6	76	43.4
Adventist Members	131	25.7	197	38.7	181	35.6

Chi-square = 39.02 with 16 degrees of freedom

Probability = .001

\*f = Frequency of responses

Chi-square value of 31.41 with 16 degrees of freedom and a probability of .012 led to the rejection of the sixth null hypothesis for question B. There was a significant difference among the responses of the five groups of respondents.

Current upper division students and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

Table 25 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question C (the influence of the absence of government

TABLE 24

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON THE COLLEGE TO OBTAIN BETTER MORAL  
AND FINANCIAL SUPPORT FROM ADVENTIST MEMBERS

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	9	22.5	25	62.5	6	15.0
Current Upper Division IUC Students	84	33.1	107	42.1	63	24.8
Alumni	57	28.2	94	46.5	51	25.3
Prospective Students	41	23.3	58	33.0	77	43.7
Adventist Members	127	24.9	210	41.2	173	33.9

Chi-square = 31.41 with 16 degrees of freedom  
Probability = .012

academic recognition on the effort of the college to increase its enrollment). Chi-square value of 50.91 with 16 degrees of freedom and a probability of .005 led to the rejection of the sixth null hypothesis for question C. There was a significant difference among the responses of the five groups of respondents.

Current upper division students and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

Table 26 gives Chi-square data of observed frequencies and percentages of responses with the value and probability level of

TABLE 25

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE  
OF GOVERNMENT ACADEMIC RECOGNITION ON THE  
COLLEGE TO INCREASE ENROLLMENT

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	3	7.5	29	72.5	8	20.0
Current Upper Division IUC Students	104	41.0	89	35.0	61	24.0
Alumni	66	32.7	91	45.0	45	22.3
Prospective Students	51	29.0	58	32.9	67	38.1
Adventist Members	145	28.4	209	41.0	156	30.6

Chi-square = 50.91 with 16 degrees of freedom  
Probability = .005

chi-square for question D (the influence of the absence of government academic recognition on the effort of the college to improve the quality of its enrollment). Chi-square value of 31.35 with 16 degrees of freedom and a probability of .012 led to the rejection of the sixth null hypothesis for question D. There was a significant difference among the responses of the five groups of respondents.

Current upper division students and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

TABLE 26

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE  
OF GOVERNMENT ACADEMIC RECOGNITION ON THE COLLEGE  
TO IMPROVE QUALITY OF ENROLLMENT

	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	7	17.5	24	60.0	9	22.5
Current Upper Division IUC Students	101	39.8	90	35.4	63	24.8
Alumni	63	31.2	90	44.5	49	24.3
Prospective Students	46	26.2	68	38.6	62	35.2
Adventist Members	140	27.4	213	41.8	157	30.8

Chi-square = 31.35 with 16 degrees of freedom  
Probability = .012

Table 27 gives chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question E (the influence of the absence of government academic recognition on the effort of the college to reach its objectives). Chi-square value of 26.41 with 16 degrees of freedom and a probability of .048 led to the rejection of the sixth null hypothesis for question E. There was a significant difference among the responses of the five groups of respondents.

Current upper division students and, to a lesser degree, alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

TABLE 27

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE  
OF GOVERNMENT RECOGNITION ON THE COLLEGE  
TO ACHIEVE ITS OBJECTIVES

	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	8	20.0	24	60.0	8	20.0
Current Upper Division IUC Students	96	37.8	99	39.0	59	23.2
Alumni	56	27.9	96	47.7	49	24.4
Prospective Students	43	24.7	69	39.7	62	35.6
Adventist Members	130	25.5	230	45.2	149	29.3

Chi-square = 26.41 with 16 degrees of freedom  
Probability = .048

Table 28 gives chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question F (the influence of the absence of government academic recognition on the effort of the college to obtain moral and financial support from its alumni). Chi-square value of 21.58 with 16 degrees of freedom and a probability of .157 led to the acceptance of the sixth null hypothesis for question F. There was no significant differences among the responses of the five groups of respondents.

Table 29 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of



TABLE 28

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF  
GOVERNMENT ACADEMIC RECOGNITION ON THE COLLEGE TO OB-  
TAIN BETTER MORAL AND FINANCIAL SUPPORT FROM ALUMNI

	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	8	20.0	24	60.0	8	20.0
Current Upper Division IUC Students	85	33.4	98	38.6	71	28.0
Alumni	59	29.2	89	44.1	54	26.7
Prospective Students	47	26.7	74	42.1	55	31.2
Adventist Members	117	23.0	221	43.3	172	33.7

Chi-square = 21.58 with 16 degrees of freedom  
Probability = .157

chi-square for question G (the influence of the absence of government academic recognition on the effort of the college to obtain better moral and financial support from the public). Chi-square value of 30.54 with 16 degrees of freedom and a probability of .015 led to the rejection of the sixth null hypothesis for question G. There was a significant difference among the responses of the five groups of respondents.

Current upper division students and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

TABLE 29

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF  
GOVERNMENT ACADEMIC RECOGNITION ON THE COLLEGE TO OB-  
TAIN MORAL AND FINANCIAL SUPPORT FROM THE PUBLIC

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	11	27.5	23	57.5	6	15.0
Current Upper Division IUC Students	96	37.8	103	40.5	55	21.7
Alumni	67	33.2	94	46.5	41	20.3
Prospective Students	43	24.4	70	39.8	63	35.8
Adventist Members	140	27.5	218	42.8	151	29.7

Chi-square = 30.54 with 16 degrees of freedom  
Probability = .015

Table 30 gives chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question H (the influence of government academic recognition on the effort of the college to achieve better working relationships with other institutions of higher learning in Indonesia). Chi-square value of 42.55 with 16 degrees of freedom and a probability of .0005 led to the rejection of the sixth null hypothesis for question H. There was a significant difference among the responses of the five groups of respondents.

Current upper division students and, to a lesser degree, alumni and faculty and board members were more negative in their

TABLE 30

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON THE COLLEGE TO ACHIEVE BETTER WORKING  
RELATIONSHIPS WITH OTHER INSTITUTIONS OF HIGHER  
LEARNING IN INDONESIA

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	13	32.5	20	50.0	7	17.5
Current Upper Division IUC Students	111	43.7	76	29.9	67	26.4
Alumni	74	36.8	76	37.8	51	25.4
Prospective Students	46	26.1	73	41.5	57	32.4
Adventist Members	137	26.9	212	41.7	160	31.4

Chi-square = 42.55 with 16 degrees of freedom  
Probability < .0005

responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

Table 31 gives chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question I (the influence of the absence of government academic recognition on the effort of the college to achieve better working relationships with other institutions of higher learning abroad). Chi-square value of 19.29 with 16 degrees of freedom and a probability of .254 led to the acceptance of the sixth null hypothesis for question I. There was no significant difference among the responses of the five groups of respondents.

TABLE 31

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON THE COLLEGE TO ACHIEVE BETTER WORKING  
RELATIONSHIPS WITH INSTITUTIONS OF HIGHER LEARNING ABROAD

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	10	25.0	19	47.5	11	27.5
Current Upper Division IUC Students	82	32.8	102	40.8	66	26.4
Alumni	57	28.2	85	42.1	60	29.7
Prospective Students	35	19.9	76	43.2	65	36.9
Adventist Members	126	24.7	219	42.9	165	32.4

Chi-square = 19.29 with 16 degrees of freedom

Probability = .254

Table 32 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question J (the influence of the absence of government academic recognition on the effort of the college to attract better qualified teaching staff from among its constituents). Chi-square value of 17.19 with 16 degrees of freedom and a probability of .373 led to the acceptance of the sixth null hypothesis for question J. There was no significant difference among the responses of the five groups of respondents.

Table 33 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level

TABLE 32

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON THE COLLEGE TO ATTRACT BETTER  
QUALIFIED TEACHING STAFF FROM AMONG ITS CONSTITUENTS

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	13	32.5	21	52.5	6	15.0
Current Upper Division IUC Students	78	30.7	103	40.6	73	28.7
Alumni	60	29.7	91	45.1	51	25.2
Prospective Students	39	22.2	75	42.6	62	35.2
Adventist Members	126	24.7	221	43.3	163	32.0

Chi-square = 17.19 with 16 degrees of freedom  
Probability = .373

of chi-square for question K (the influence of the absence of government academic recognition on the effort of alumni to find a job in the Seventh-day Adventist church organization). Chi-square value of 12.10 with 16 degrees of freedom and a probability of .737 led to the acceptance of the sixth null hypothesis for question K. There was no significant difference among the responses of the five groups of respondents.

Table 34 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question L (the influence of the absence of government academic recognition on the effort of alumni to find a

TABLE 33

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERN-  
MENT ACADEMIC RECOGNITION ON ALUMNI TO FIND A JOB IN  
THE SEVENTH-DAY ADVENTIST CHURCH ORGANIZATION

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	11	27.5	18	45.0	11	27.5
Current Upper Division IUC Students	65	25.6	98	38.6	91	35.8
Alumni	48	23.8	76	37.6	78	38.6
Prospective Students	43	24.4	68	38.7	65	36.9
Adventist Members	92	18.0	216	42.4	202	39.6

Chi-square = 12.10 with 16 degrees of freedom  
Probability = .737

job outside of the Seventh-day Adventist church organization). Chi-square value of 33.40 with 16 degrees of freedom and a probability of .007 led to the rejection of the sixth null hypothesis for question L. There was a significant difference among the responses of the five groups of respondents.

Faculty and board members, current upper division students, and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their evaluation than the other groups of respondents.

TABLE 34

CHI-SQUARE ANALYSIS ON THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON ALUMNI TO FIND A JOB OUTSIDE OF THE  
SEVENTH-DAY ADVENTIST CHURCH ORGANIZATION

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	15	37.5	19	47.5	6	15.0
Current Upper Division IUC Students	104	41.1	87	34.4	62	24.5
Alumni	71	35.3	75	37.3	55	27.4
Prospective Students	49	28.0	60	34.3	66	37.7
Adventist Members	142	27.9	209	41.1	158	31.0

Chi-square = 33.40 with 16 degrees of freedom  
Probability = .007

Table 35 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question M (the influence of the absence of government academic recognition on the plan of alumni to continue their education in other institutions of higher learning in Indonesia). Chi-square value of 51.40 with 16 degrees of freedom and a probability of .0005 led to the rejection of the sixth null hypothesis for question M. There was a significant difference among the responses of the five groups of respondents.

Faculty and board members, current upper division students, and alumni were more negative in their responses than the other

TABLE 35

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON ALUMNI TO CONTINUE THEIR EDUCATION  
IN OTHER INSTITUTIONS OF HIGHER LEARNING IN INDONESIA

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	25	62.5	10	25.0	5	12.5
Current Upper Division IUC Students	127	50.0	69	27.2	58	22.8
Alumni	91	45.1	73	36.1	38	18.8
Prospective Students	53	30.1	60	34.1	63	35.8
Adventist Members	176	34.5	185	36.3	149	29.2

Chi-square = 51.40 with 16 degrees of freedom  
Probability = .0005

groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

Table 36 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question N (the influence of the absence of government academic recognition on the plan of alumni to continue their education in institutions of higher learning abroad). Chi-square value of 23.56 with 16 degrees of freedom and a probability of .099 led to the acceptance of the sixth null hypothesis for question N. There was no significant difference among the responses of the five groups of respondents.



TABLE 36

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON ALUMNI TO CONTINUE THEIR EDUCATION  
IN INSTITUTIONS OF HIGHER LEARNING ABROAD

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	9	23.1	21	53.8	9	23.1
Current Upper Division IUC Students	86	33.8	100	39.4	68	26.8
Alumni	55	27.2	92	45.6	55	27.2
Prospective Students	49	27.8	57	32.4	70	39.8
Adventist Members	128	25.1	211	41.4	171	33.5

Chi-square = 23.56 with 16 degrees of freedom  
Probability = .099

Table 37 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question 0 (the influence of the absence of government academic recognition on the standing of alumni among academic circles). Chi-square value of 50.01 with 16 degrees of freedom and a probability smaller than .00005 led to the rejection of the sixth null hypothesis for question 0. There was a significant difference among the responses of the five groups of respondents.

Faculty and board members, current upper division students, and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

TABLE 37

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE  
OF GOVERNMENT ACADEMIC RECOGNITION ON THE STAND-  
ING OF ALUMNI AMONG ACADEMIC CIRCLES

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	16	40.0	17	42.5	7	17.5
Current Upper Division IUC Students	108	42.5	90	35.4	56	22.1
Alumni	71	35.2	80	39.6	51	25.2
Prospective Students	44	25.2	65	37.1	66	37.7
Adventist Members	156	30.7	198	38.9	155	30.4

Chi-square = 50.01 with 16 degrees of freedom  
Probability = <.00005

Table 38 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question P (the influence of the absence of government academic recognition on the pride of alumni in their alma mater). Chi-square value of 26.85 with 16 degrees of freedom and a probability of .043 led to the rejection of the sixth null hypothesis with respect to question P. There was a significant difference among the responses of the five groups of respondents.

Faculty and board members and current upper division students were more negative in their responses than the other groups of respondents. Alumni and Adventist members were more positive in their responses than the other groups of respondents.

TABLE 38

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE  
OF GOVERNMENT ACADEMIC RECOGNITION ON ALUMNI  
FEELING PROUD OF THEIR ALMA MATER

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	13	32.5	19	47.5	8	20.0
Current Upper Division IUC Students	100	39.5	97	38.4	56	22.1
Alumni	60	29.7	73	36.1	69	34.2
Prospective Students	52	29.7	56	32.0	67	28.3
Adventist Members	134	26.3	216	42.3	160	31.4

Chi-square = 26.85 with 16 degrees of freedom  
Probability = .043

Table 39 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question Q (the influence of the absence of government academic recognition on the pride of alumni in the degree/diploma they obtained from the college). Chi-square value of 37.57 with 16 degrees of freedom and a probability of .002 led to the rejection of the sixth null hypothesis for question Q. There was a significant difference among the responses of the five groups of respondents.

Faculty and board members, current upper division students, and alumni were more negative in their responses than the other

TABLE 39

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON ALUMNI FEELING PROUD OF THE  
DEGREE/DIPLOMA THEY OBTAINED FROM THE COLLEGE

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	20	50.0	17	42.5	3	7.5
Current Upper Division IUC Students	107	42.1	91	35.8	56	22.1
Alumni	72	35.6	78	38.6	52	25.8
Prospective Students	43	24.6	59	33.7	73	41.7
Adventist Members	154	30.2	191	37.5	165	32.3

Chi-square = 37.51 with 16 degrees of freedom  
Probability = .002

groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

Table 40 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question R (the influence of the absence of government academic recognition on the effort of alumni to find a job commensurate with the level of education they obtained from the college). Chi-square value of 39.96 with 16 degrees of freedom and a probability of .001 led to the rejection of the sixth null hypothesis for question R. There was a significant difference among the responses of the five groups of respondents.

TABLE 40

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE OF GOVERNMENT  
ACADEMIC RECOGNITION ON ALUMNI FINDING A JOB COMMENSURATE WITH  
THE LEVEL OF EDUCATION THEY OBTAINED FROM THE COLLEGE

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f.	%	f	%	f	%
Faculty and Board Members	16	40.0	18	45.0	6	15.0
Current Upper Division IUC Students	99	39.0	94	37.0	61	24.0
Alumni	66	32.7	93	46.0	43	21.3
Prospective Students	41	23.4	62	35.4	72	41.2
Adventist Members	137	26.9	209	40.9	164	32.2

Chi-square = 39.96 with 16 degrees of freedom

Probability = .001

Faculty and board members, current upper division students, and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

Table 41 gives the chi-square data of observed frequencies and percentages of responses with the value and probability level of chi-square for question S (the influence of the absence of government academic recognition on the plan of prospective students to enroll in the college). Chi-square value of 44.48 with 16 degrees of freedom and a probability smaller than .00005 led to the rejection of the sixth hypothesis for question S. There was a significant difference among the responses of the five groups of respondents.

TABLE 41

CHI-SQUARE ANALYSIS OF THE INFLUENCE OF THE ABSENCE  
OF GOVERNMENT ACADEMIC RECOGNITION ON PROSPECTIVE  
STUDENTS ENROLLING IN THE COLLEGE

Respondents	Responses					
	Negative 1-2		No Opinion 3		Positive 4-5	
	f	%	f	%	f	%
Faculty and Board Members	15	37.5	19	47.5	6	15.0
Current Upper Division IUC Students	101	39.9	93	36.8	59	23.3
Alumni	80	39.6	73	36.1	49	24.3
Prospective Students	41	23.4	55	31.4	79	45.2
Adventist Members	140	27.5	223	43.7	147	28.8

Chi-square = 44.48 with 16 degrees of freedom  
Probability < .00005

Faculty and board members, current upper division students, and alumni were more negative in their responses than the other groups of respondents. Prospective students and Adventist members were more positive in their responses than the other groups of respondents.

The officials of six private institutions of higher learning in Java were interviewed by three teachers from Indonesia Union College to find out how government academic recognition had affected their philosophy and operation (see appendix C for interview sheet).

Of the six universities one was operated on the basis of Islamic teaching, three were Christianity oriented (one Catholic and two Protestant), and the other two claimed no religious affiliation.

All six universities possessed at least one faculty which had attained "equalized" status and other faculties were either "recognized" or "registered" (see appendix B for the profile of the six universities).

When the officials of each of the six universities were asked if government academic recognition had caused any strain on their philosophy or operation or both, all six responded no. Likewise they affirmed that there had been no negative effects of government academic recognition on their university. Some of the positive effects that they enumerated were:

1. Bigger enrollment
2. Better financial support from the government and the public
3. Better working relations with other universities especially state institutions
4. Better job placement of graduates especially in civil service
5. Improvement of the financial condition of the universities

The main problem related to government academic recognition as far as the foregoing universities were concerned was the difficulty in meeting the standards of teachers' qualifications, buildings and equipment, and other educational facilities. To them the question was not whether to seek government academic recognition but how to obtain it.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The absence of government academic recognition of Indonesia Union College has been a controversial issue among the constituents of Indonesia Union College. Some expressed a very negative attitude toward it and others not so negative.

Review of literature revealed that, although higher education in Indonesia started exceedingly late and developed slowly during the time of Dutch Colonial rule, there has been a constant growth of higher education in the country. The constitution of the nation guarantees the right of citizens to conduct private higher education. Laws and official decisions were formulated which govern the opening and operation of private higher education. Standards were determined for all to meet. Procedures and requirements were outlined for private institutions of higher learning to obtain government academic recognition.

The government of the Republic of Indonesia encouraged the participation of private sectors in higher education. This was attested by the big number of private institutions of higher learning in operation throughout the country. Only about 30 percent of high school graduates eligible for post secondary education could be accommodated in state institutions.



The purpose of this study was to assess and analyze the attitude of the constituents of Indonesia Union College toward the absence of government academic recognition of the college. A questionnaire was constructed and administered to faculty and board members, current upper division students, alumni, prospective students, and other Seventh-day Adventist members. The respondents were asked to give their evaluation based on a five point scale (1-2 negative, 3 no opinion, 4-5 positive) on the ten factors about the college with respect to the nineteen questions.

Out of 2,350 questionnaires distributed to the college and to the randomly selected churches, 1,417 were returned, of which 1,182 were usable. These provided the data which were computed and analyzed to test six hypotheses formulated in this study.

The median responses on each factor with respect to the nineteen questions were computed for each group of respondents separately and for the total sample. A median response below 2.5 was set as the point of rejecting the first four hypotheses and the statistical significance of the last two hypotheses was determined at .05 probability level.

The first hypothesis which states that the absence of government recognition of Indonesia Union College would not negatively influence prospective students to enroll in the college was retained. The second hypothesis which states that the absence of government academic recognition would not negatively influence Adventist parents to enroll their son/daughter at the college was retained.

There were eight statements included in the third hypothesis. Of the eight statements, seven were retained and one was rejected. The following seven statements were retained:

1. The absence of government academic recognition of Indonesia Union College would not negatively influence its alumni in their effort to find a job in the Seventh-day Adventist church organization.

2. The absence of government academic recognition of Indonesia Union College would not negatively influence its alumni in their effort to find a job outside of the Seventh-day Adventist church organization.

3. The absence of government academic recognition of Indonesia Union College would not negatively influence its alumni in their plan to continue their education abroad.

4. The absence of government academic recognition of Indonesia Union College would not negatively influence its alumni in their standing among academic circles.

5. The absence of government academic recognition of Indonesia Union College would not negatively influence its alumni in their pride in their alma mater.

6. The absence of government academic recognition of Indonesia Union College would not negatively influence its alumni in their pride in the degree/diploma they obtained from the college.

7. The absence of government academic recognition of Indonesia Union College would not negatively influence its alumni in their effort to find a job which is commensurate with the level of education which they obtained from the college.

With respect to the influence of the absence of government academic recognition of Indonesia Union College on the plan of its alumni to continue their education in other institutions of higher learning in Indonesia, the third hypothesis was rejected.

There were nine statements included in the fourth hypothesis. They were all retained.

1. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to increase its enrollment.

2. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to improve the quality of its enrollment.

3. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to achieve its objectives.

4. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to obtain better moral and financial support from Adventist members.

5. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to obtain better moral and financial support from its alumni.

6. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to obtain better moral and financial support from the public.

7. The absence of government academic recognition of Indonesia Union College would not negatively affect the college in its effort to achieve better working relationships with other institutions of higher learning in Indonesia.

8. The absence of government academic recognition of Indonesia Union College would not negatively influence the college in its effort to achieve better working relationships with institutions of higher learning abroad.

9. The absence of government academic recognition of Indonesia Union College would not negatively influence the college in its effort to attract better qualified teaching staff from among its constituents.

The fifth hypothesis, which states that there would be no rank order correlations among the medians of the ten factors with respect to each of the nineteen questions on the part of the five groups of respondents, was rejected with respect to eighteen questions (questions A to L and questions N to S). With respect to question M (the influence of the absence of government academic recognition on the effort of the alumni to continue their education in other institutions of higher learning in Indonesia) the fifth hypothesis was retained.

The sixth hypothesis which states that there would be no difference in the evaluation of the absence of government academic recognition with respect to the nineteen questions on the part of the five groups of respondents was rejected with respect to questions A-E, G, H, L, M, O-S. With respect to questions F, I-K, and N, the sixth hypothesis was retained.

### Conclusions

Based on the data obtained, analyzed, and presented in the findings of this study, the following conclusions were drawn.

1. As a whole the constituents of Indonesia Union College were not very negative in their evaluation of the absence of government academic recognition of the college. Other factors about the college must have been sufficiently attractive, which in some way neutralized their attitude toward the negative effects of the absence of government academic recognition of the college.

Foremost, perhaps, among those would be the Seventh-day Adventist philosophy of education at the college. Seventh-day Adventist members in general who adhere to such a philosophy of education would be significantly influenced by that philosophy in their choice of a school for themselves or for their children. All five groups of respondents gave the highest median response on the philosophy of education at the college.

Student work program in the college which provided an opportunity for students in attendance to defray a certain portion of their school expenses could influence the choice of prospective students to enroll in the college. Such a unique student work program was not available in practically all other colleges and universities in the territory of the West Indonesia Union Mission.

The prospect of employment in business corporations, especially in overseas enterprises which offer relatively handsome salaries, and in the Seventh-day Adventist church organization after graduation from Indonesia Union College must have also helped mini-

mize the negative effect of the absence of government academic recognition of the college. Government academic recognition of degree/diploma was not specified as a criterion for employment or for determining the salary scale in the enterprises cited above, whereas in the civil service and other government institutions a government recognized degree/diploma plays a very important role in determining employment, salary scale, and promotion.

2. When compared with the other nine factors about Indonesia Union College, the absence of government academic recognition was given the most negative evaluation or next to the most negative evaluation consistently. Although most of the median responses were not negative enough to reject the first four hypotheses the data indicated that the respondents (to a larger degree current upper division students, alumni, and faculty and board members) were negative in their evaluation of the absence of government academic recognition of the college. It was sufficient to show that they were not satisfied with such a condition.

3. The absence of government academic recognition of Indonesia Union College had the most negative effect on the plan of its alumni to continue their education in other institutions of higher learning in Indonesia. Most of the alumni of Indonesia Union College did not continue their education after their graduation from the college. The few who pursued graduate education in Indonesia had had to start their college education from the first year. Others went abroad (mainly in Seventh-day Adventist colleges and universities) where academic credits and degree earned at Indonesia Union

College were accepted and recognized. If and when there is a greater demand for graduate education in Indonesia, the absence of government academic recognition of the college would become more potent as a hindering factor for prospective students to enroll.

4. Current upper division students, alumni, and faculty and board members were more negative in their evaluation of the absence of government academic recognition of Indonesia Union College than prospective students and Adventist members. The first three groups of respondents were more knowledgeable about the quality of education in the college and its effects on students, alumni, and the public. There was also a shift to a more negative evaluation from prospective students to current upper division students and from parents to alumni. As current upper division students were beginning to formulate plans for further study or seeking employment, the absence of government academic recognition exerted more impact upon them.

5. There was a positive rank order correlation among the medians of the responses of the five groups of respondents on the ten factors about Indonesia Union College. Besides the cost of education all respondent groups consistently gave the most negative evaluation on the absence of government academic recognition of the college. In essence they were saying that the absence of government academic recognition was the most negative aspect of the college, and that if improvement of the college was to be undertaken it should start with the absence of government academic recognition of the college.

6. The philosophy of education in Indonesia Union College was given the most positive evaluation by the constituents as a whole when compared with the other nine factors.

7. The cost of education in Indonesia Union College was given the most negative evaluation by the constituents as a whole when compared with the other nine factors.

8. Location and environment of the college, reputation of the college, student work program in the college, and student life in the college were given a consistently positive evaluation by the constituents of the college as a whole.

9. Qualifications of the teaching staff of the college, educational facilities of the college, and curricular offerings of the college were given a borderline evaluation by the constituents as a whole.

10. All six universities in Java interviewed in this study, representing Islamic, Catholics, other Christians, and non-religious orientation affirmed that government academic recognition was beneficial to their universities.

#### Recommendations

Based on the findings and conclusions of this study the following recommendations are presented:

1. That a similar study be conducted with the constituents of other Seventh-day Adventist colleges which do not have government academic recognition.

2. That a similar study which assesses and analyzes the perception and attitude of the constituents of Indonesia Union College



toward the philosophy and mission of the college be conducted periodically.

3. That the management of Indonesia Union College take a definite plan to improve factors associated with the college which did not receive a very positive evaluation from its constituents such as: the cost of education, the absence of government academic recognition, qualifications of the teaching staff, its curricular offerings, and its educational facilities.

4. That the management of Indonesia Union College capitalize and utilize the positive factors associated with the college such as its philosophy of education, its location and environment, its reputation, its student work program, and its student life for further development.

5. That the management of Indonesia Union College make a thorough study of the requirements, procedures, and implications of government academic recognition in Indonesia in light of the basic philosophy and mission of Seventh-day Adventist education in Indonesia. On the basis of the study a definite plan be undertaken to approach the problem of the absence of government academic recognition of the college.

## A P P E N D I C E S

## **APPENDIX A**

### **SURVEY QUESTIONNAIRE**

**ANDA DIMINTA UNTUK TURUT MENILAI PROGRAM PENDIDIKAN  
DI INSTITUT THEOLOGIA DAN KEGURUAN ADVENT  
CISARUA BANDUNG**

Hingga kini ITKA telah menjalankan tugasnya sebagai satu lembaga perguruan tinggi Advent selama 29 tahun. Perguruan tinggi tersebut sudah menamatkan lebih dari 1000 orang lulusan yang bekerja di dalam organisasi Masehi Advent Hari Ketujuh dan di dalam organisasi-organisasi masyarakat umum lainnya.

Kami memohon pertolongan anda untuk turut memberikan penilaian yang objektif sesuai dengan apa yang anda tahu atau yakini sendiri mengenai program pendidikan di ITKA.

Partisipasi anda di dalam mengisi angket ini akan memberikan sumbangan yang sangat bernilai yang dapat dipergunakan untuk mempertinggi mutu pendidikan di ITKA dan menyesuaikan program pendidikan di perguruan tinggi tersebut dengan aspirasi anda.

Atas kesudian anda di dalam mengisi angket ini kami mengucapkan banyak terima kasih.

Untuk tiap-tiap penilaian mengenai keadaan ITKA sekarang, berikanlah nilaiurut dari angka 5 sampai dengan angka 1:

- Untuk penilaian yang *sangat positif* berikanlah angka 5
- Untuk penilaian yang *positif* berikanlah angka 4
- Untuk penilaian yang *netral* (tidak positif dan juga tidak negatif) berikanlah angka 3
- Untuk penilaian yang *negatif* berikanlah angka 2
- Untuk penilaian yang *sangat negatif* berikanlah angka 1

Contoh:

a. Sekiranya anda menilai bahwa mutu staff pengajar di ITKA sekarang akan mempengaruhi para orang tua Advent untuk memasukkan anak mereka di ITKA secara *sangat positif* (mereka berpendapat bahwa mutu staff pengajar di ITKA sekarang sangat baik sehingga itu mempengaruhi mereka untuk memasukkan anak mereka di ITKA), tuliskanlah angka 5 di sebelah kiri nomor pertanyaan tersebut.

b. Sekiranya anda menilai bahwa mutu staff pengajar di ITKA sekarang akan mempengaruhi para orang tua Advent untuk memasukkan anak mereka di ITKA secara *positif* (mereka berpendapat bahwa mutu staff pengajar di ITKA sekarang cukup baik), tuliskanlah angka 4 di sebelah kiri nomor pertanyaan tersebut.

c. Sekiranya anda menilai bahwa mutu staff pengajar di ITKA sekarang tidak akan mempengaruhi para orang tua Advent untuk memasukkan anak mereka di ITKA baik secara positif maupun secara negatif, tuliskanlah angka 3 di sebelah kiri nomor pertanyaan tersebut.

d. Sekiranya anda menilai bahwa mutu staff pengajar di ITKA sekarang akan mempengaruhi para orang tua Advent untuk memasukkan anak mereka di ITKA secara *negatif* (mereka berpendapat bahwa mutu staff pengajar di ITKA sekarang kurang baik sehingga itu mempengaruhi keputusan mereka untuk tidak memasukkan anak mereka di ITKA), tuliskanlah angka 2 di sebelah kiri nomor pertanyaan tersebut.

e. Sekiranya anda menilai bahwa mutu staff pengajar di ITKA sekarang akan mempengaruhi para orang tua Advent untuk memasukkan anak mereka di ITKA secara *sangat negatif* (mereka berpendapat bahwa mutu staff pengajar di ITKA sekarang sangat

kurang baik sehingga itu mempengaruhi mereka untuk tidak memasukkan anak mereka di ITKA), tuliskanlah angka 1 di sebelah kiri nomor pertanyaan tersebut.

— 1. Dari antara golongan-golongan yang ada di bawah ini, tuliskanlah (di dalam kotak sebelah kiri) nomor dan pada golongan di dalam mana anda termasuk.

1. Staff pengajar atau anggota dewan pengurus ITKA

2. Mahasiswa ITKA

3. Tamatan ITKA dari jurusan Business atau Secretarial Science yang bekerja di dalam organisasi Masehi Advent Hari Ketujuh (Pengerja Mission)

4. Tamatan ITKA dari jurusan Business atau Secretarial Science yang bekerja di luar organisasi Masehi Advent Hari Ketujuh (Bukan Pengerja Mission)

5. Tamatan ITKA dari jurusan yang lain daripada Business atau Secretarial Science yang bekerja di dalam organisasi Masehi Advent Hari Ketujuh (Pengerja Mission)

6. Tamatan ITKA dari jurusan yang lain daripada Business atau Secretarial Science yang bekerja di luar organisasi Masehi Advent Hari Ketujuh (Bukan Pengerja Mission)

7. Siswa Sekolah Lanjutan Atas (SMA)

8. Anggota gereja Masehi Advent Hari Ketujuh yang tidak termasuk kepada salah satu golongan yang di atas.

A. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan mempengaruhi para orang tua Advent untuk memasukkan anak-anak mereka di perguruan tinggi tersebut?

— 2. Falsafah pendidikan ITKA sekarang 5 4 3 2 1

— 3. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1

— 4. Jurusan-jurusan pendidikan yang ada di ITKA sekarang

- (Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 5. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 6. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 7. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 8. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 9. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 10. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000) 5 4 3 2 1
- 11. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- B. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan mempengaruhi masyarakat Advent di Indonesia untuk memberikan sumbangan moral dan finansial kepada perguruan tinggi tersebut?
- 12. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 13. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 14. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 15. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 16. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 17. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 18. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 19. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 20. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun) 5 4 3 2 1
- 21. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- C. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong perguruan tinggi tersebut untuk mendapat jumlah mahasiswa yang lebih besar?
- 22. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 23. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 24. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 25. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 26. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 27. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 28. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 29. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 30. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun) 5 4 3 2 1
- 31. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- D. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong perguruan tinggi tersebut untuk mendapat mahasiswa-mahasiswa yang lebih bermutu?
- 32. Falsafah pendidikan ITKA sekarang 5 4 3 2 1

- 33. Mutu daripada staff pengajar di ITKA sekarang  
5 4 3 2 1
- 34. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
5 4 3 2 1  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar)  
5 4 3 2 1
- 35. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar)  
5 4 3 2 1
- 36. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang  
5 4 3 2 1
- 37. Nama baik ITKA di kalangan umum sekarang  
5 4 3 2 1
- 38. Tempat dan keadaan lingkungan ITKA sekarang  
5 4 3 2 1
- 39. Program kerja mahasiswa di ITKA sekarang  
5 4 3 2 1
- 40. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun)  
5 4 3 2 1
- 41. Tata tertib kehidupan mahasiswa di ITKA sekarang  
5 4 3 2 1
- E. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong perguruan tinggi tersebut untuk mencapai tujuannya?
- 42. Falsafah pendidikan ITKA sekarang  
5 4 3 2 1
- 43. Mutu daripada staff pengajar di ITKA sekarang  
5 4 3 2 1
- 44. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar)  
5 4 3 2 1
- 45. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar)  
5 4 3 2 1
- 46. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang  
5 4 3 2 1
- 47. Nama baik ITKA di kalangan umum sekarang  
5 4 3 2 1
- 48. Tempat dan keadaan lingkungan ITKA sekarang  
5 4 3 2 1
- 49. Program kerja mahasiswa di ITKA sekarang  
5 4 3 2 1
- 50. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun)  
5 4 3 2 1
- 51. Tata tertib kehidupan mahasiswa di ITKA sekarang  
5 4 3 2 1
- F. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan memperoleh bantuan moni dan finansial dari para tamatan perguruan tinggi tersebut?
- 53. Falsafah pendidikan ITKA sekarang  
5 4 3 2 1
- 53. Mutu daripada staff pengajar di ITKA sekarang  
5 4 3 2 1
- 54. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar)  
5 4 3 2 1
- 55. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar)  
5 4 3 2 1
- 56. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang  
5 4 3 2 1
- 57. Nama baik ITKA di kalangan umum sekarang  
5 4 3 2 1
- 58. Tempat dan keadaan lingkungan ITKA sekarang  
5 4 3 2 1
- 59. Program kerja mahasiswa di ITKA sekarang  
5 4 3 2 1
- 60. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun)  
5 4 3 2 1
- 61. Tata tertib kehidupan mahasiswa di ITKA sekarang  
5 4 3 2 1
- G. Menurut penilaian anda bagaimanakah hal-hal mengenai

ITKA yang berikut ini akan menolong perguruan tinggi tersebut untuk memperoleh bantuan moril dan finansial dari masyarakat umum?

- 62. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 63. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 64. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 65. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 66. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 67. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 68. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 69. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 70. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun) 5 4 3 2 1
- 71. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- H. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong perguruan tinggi tersebut untuk mencapai hubungan kerja sama yang lebih baik dengan lembaga-lembaga perguruan tinggi lainnya di Indonesia?
- 72. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 73. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 74. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1

- 75. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 76. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 77. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 78. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- I. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong perguruan tinggi tersebut untuk mencapai hubungan kerja sama yang lebih baik dengan lembaga-lembaga perguruan tinggi lainnya di luar negeri?
- 79. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 80. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 81. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 82. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 83. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 84. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 85. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- J. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong ITKA untuk menarik staff pengajar yang lebih bermutu dari kalangan masyarakat Advent untuk mengajar di ITKA?
- 86. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 87. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 88. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan



- Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 89. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 90. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 91. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 92. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 93. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 94. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun) 5 4 3 2 1
- 95. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- K. Menurut Penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk mendapat pekerjaan di dalam organisasi Masehi Advent Hari Ketujuh?
- 96. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 97. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 98. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 99. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 100. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 101. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 102. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 103. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 104. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun) 5 4 3 2 1
- 105. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- L. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk mendapat pekerjaan di luar organisasi Masehi Advent Hari Ketujuh?
- 106. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 107. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 108. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 109. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 110. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 111. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- M. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk melanjutkan pendidikan mereka di lembaga-lembaga perguruan tinggi lainnya di Indonesia?
- 112. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 113. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 114. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1

- 115. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 116. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 117. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- N. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk melanjutkan pendidikan mereka di lembaga-lembaga perguruan tinggi lainnya di luar negeri?
- 118. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 119. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 120. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 121. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 122. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 123. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- O. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk merasa berterima di kalangan orang-orang yang tamat dan lembaga-lembaga perguruan tinggi lainnya?
- 124. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 125. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 126. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 127. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 128. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 129. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- P. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk merasa bangga akan almamater mereka?
- 130. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 131. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 132. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 133. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 134. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 135. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 136. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 137. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 138. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300 000 dalam satu tahun) 5 4 3 2 1
- 139. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- Q. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk merasa bangga dengan gelar/ijazah yang mereka peroleh dari ITKA?
- 140. Falsafah pendidikan ITKA sekarang 5 4 3 2 1

- 141. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 142. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 143. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 144. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 145. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 146. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 147. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 148. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun) 5 4 3 2 1
- 149. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1
- R. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan menolong para tamatan perguruan tinggi tersebut untuk mendapat pekerjaan yang seimbang dengan taraf pendidikan yang mereka peroleh dari ITKA?
- 150. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 151. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 152. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 153. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 154. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 155. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- S. Menurut penilaian anda bagaimanakah hal-hal mengenai ITKA yang berikut ini akan mempengaruhi calon-calon mahasiswa (lulusan SLA) untuk mendaftar di perguruan tinggi tersebut?
- 156. Falsafah pendidikan ITKA sekarang 5 4 3 2 1
- 157. Mutu daripada staff pengajar di ITKA sekarang 5 4 3 2 1
- 158. Jurusan-jurusan pendidikan yang ada di ITKA sekarang  
(Jurusan-jurusan yang ada: BA 4 tahun jurusan Kependetaan, Keguruan, Business Administration, dan Kurikulum 2 tahun jurusan Secretarial Science, Kesejahteraan Keluarga dan Keguruan Pendidikan Dasar) 5 4 3 2 1
- 159. Belum adanya pengakuan pemerintah atas ijazah ITKA sekarang (Kini status ITKA adalah perguruan tinggi swasta terdaftar) 5 4 3 2 1
- 160. Fasilitas-fasilitas pendidikan yang ada di ITKA sekarang 5 4 3 2 1
- 161. Nama baik ITKA di kalangan umum sekarang 5 4 3 2 1
- 162. Tempat dan keadaan lingkungan ITKA sekarang 5 4 3 2 1
- 163. Program kerja mahasiswa di ITKA sekarang 5 4 3 2 1
- 164. Jumlah biaya pendidikan di ITKA sekarang (untuk tahun 1978 biaya seluruhnya berjumlah Rp 300.000 dalam satu tahun) 5 4 3 2 1
- 165. Tata tertib kehidupan mahasiswa di ITKA sekarang 5 4 3 2 1

YOU ARE INVITED TO PARTICIPATE IN GIVING YOUR EVALUATION REGARDING  
THE EDUCATIONAL PROGRAM AT INDONESIA UNION COLLEGE,  
CISARUA BANDUNG

Indonesia Union College has performed its function as an Adventist institution of higher learning for thirty consecutive years. The college has graduated over 1,000 students who work in the Seventh-day Adventist organization and in other organizations in society.

We are requesting your assistance in giving your objective evaluation regarding the educational program at Indonesia Union College according to your knowledge and impressions about the college.

Your participation in filling out this questionnaire will give a very valuable contribution which could be used to raise the standard of education at the college and to help the educational program at the college meet your expectations and aspirations.

We would like to thank you for your willingness to fill out this questionnaire.

For each factor about Indonesia Union College please give an evaluation based on a five point scale.

Very positive evaluation	5
Positive evaluation	4
Neutral evaluation	3
Negative evaluation	2
Very negative evaluation	1

**Example:**

- a. If according to your evaluation the qualifications of the teaching staff at the college will influence Adventist parents to enroll their son/daughter in the college very positively (they feel that the qualifications of the teaching staff in the college are very high to the extent that it will influence them to enroll their son/daughter in the college), write 5 on the line to the left of the corresponding question.
- b. If according to your evaluation the qualifications of the teaching staff at Indonesia Union College will influence Adventist parents to enroll their son/daughter in the college positively (they feel the qualifications of the teaching staff at the college are high enough), write 4 on the line to the left of the corresponding question.
- c. If according to your evaluation the qualifications of the teaching staff at Indonesia Union College will not influence Adventist parents to enroll their son/daughter in the college either positively or negatively, write 3 on the line to the left of the corresponding question.
- d. If according to your evaluation the qualifications of the teaching staff at the college will influence Adventist parents to enroll their son/daughter in the college negatively (they feel the qualifications of the teaching staff in the college are not high enough to the extent that it will influence them not to enroll their son/daughter in the college), write 2 on the line to the left of the corresponding question.
- e. If according to your evaluation the qualifications of the teaching staff at the college will influence Adventist parents to enroll their son/daughter in the college very negatively (they feel that the qualifications of the teaching staff at the college are very low to the extent that it will deter them from enrolling their son/daughter in the college), write 1 on the line to the left of the corresponding question.

\_\_\_ 1. To which of the following respondent groups do you belong?  
Write the number of the group of respondents on the left.

1. Members of the faculty or members of the board of directors of Indonesia Union College
2. Current upper division students of IUC
3. Business or secretarial science graduate who works in the Seventh-day Adventist church organization
4. Business or secretarial science graduate who works outside of the Seventh-day ADventist church organization
5. Graduates of I.U.C. other than business or secretarial science who work in the Seventh-day Adventist church organization
6. Graduates of IUC other than business or secretarial science who work outside of the Seventh-day Adventist church organization
7. Senior high school students
8. Seventh-day Adventist church member who does not belong to any of the above

A. How would the following factors about Indonesia Union College influence Adventist parents to enroll their son/daughter in the college?

- |   |           |
|---|-----------|
| ___ 2. Philosophy of education of IUC.  | 5 4 3 2 1 |
| ___ 3. Qualifications of the teaching staff of IUC.   | 5 4 3 2 1 |
| ___ 4. Curricular offerings of IUC.<br>(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) | 5 4 3 2 1 |
| ___ 5. Absence of government academic recognition of IUC<br>(Present status is being registered)  | 5 4 3 2 1 |
| ___ 6. Educational facilities in IUC.   | 5 4 3 2 1 |
| ___ 7. Reputation of IUC.   | 5 4 3 2 1 |

- |  |  |           |
|--|--|-----------|
| ___  | 8. Location and environment of IUC.  | 5 4 3 2 1 |
| ___  | 9. Student work program in IUC.  | 5 4 3 2 1 |
| ___  | 10. Cost of education in IUC.<br>(Current cost is Rp 300,000 per year)   | 5 4 3 2 1 |
| ___  | 11. Student life in IUC.   | 5 4 3 2 1 |
| <br>B. How would the following factors about Indonesia Union College influence Adventist members in Indonesia in supporting the college morally and financially? |  |           |
| ___  | 12. Philosophy of education of IUC.  | 5 4 3 2 1 |
| ___  | 13. Qualifications of the teaching staff of IUC.   | 5 4 3 2 1 |
| ___  | 14. Curricular offerings of IUC.<br>(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) | 5 4 3 2 1 |
| ___  | 15. Absence of government academic recognition of IUC<br>(Present status is being registered)  | 5 4 3 2 1 |
| ___  | 16. Educational facilities in IUC.   | 5 4 3 2 1 |
| ___  | 17. Reputation of IUC.   | 5 4 3 2 1 |
| ___  | 18. Location and environment of IUC.   | 5 4 3 2 1 |
| ___  | 19. Student work program in IUC.   | 5 4 3 2 1 |
| ___  | 20. Cost of education in IUC.<br>(Current cost is Rp 300,000 per year)   | 5 4 3 2 1 |
| ___  | 21. Student life in IUC.   | 5 4 3 2 1 |
| <br>C. How would the following factors about Indonesia Union College help the college get bigger enrollment?   |  |           |
| ___  | 22. Philosophy of education of IUC.  | 5 4 3 2 1 |
| ___  | 23. Qualifications of the teaching staff of IUC.   | 5 4 3 2 1 |
| ___  | 24. Curricular offerings of IUC.<br>(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher   |           |

	Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics)	5 4 3 2 1
___ 25.	Absence of government academic recognition of IUC (Present status is being registered)	5 4 3 2 1
___ 26.	Educational facilities in IUC.	5 4 3 2 1
___ 27.	Reputation of IUC.	5 4 3 2 1
___ 28.	Location and environment of IUC.	5 4 3 2 1
___ 29.	Student work program in IUC.	5 4 3 2 1
___ 30.	Cost of education in IUC. (Current cost is Rp 300,000 per year)	5 4 3 2 1
___ 31.	Student life in IUC.	5 4 3 2 1
D.	How would the following factors about Indonesia Union College help the college get better quality enrollment?	
___ 32.	Philosophy of education of IUC.	5 4 3 2 1
___ 33.	Qualifications of the teaching staff of IUC.	5 4 3 2 1
___ 34.	Curricular offerings of IUC. (Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics)	5 4 3 2 1
___ 35.	Absence of government academic recognition of IUC. (Present status is being registered)	5 4 3 2 1
___ 36.	Educational facilities in IUC.	5 4 3 2 1
___ 37.	Reputation of IUC.	5 4 3 2 1
___ 38.	Location and environment of IUC.	5 4 3 2 1
___ 39.	Student work program in IUC.	5 4 3 2 1
___ 40.	Cost of education in IUC. (Current cost is Rp 300,000 per year)	5 4 3 2 1
___ 41.	Student life in IUC.	5 4 3 2 1



E. How would the following factors about Indonesia Union College help the college achieve its objectives?

- |  |           |
|--|-----------|
| ___ 42. Philosophy of education of IUC.  | 5 4 3 2 1 |
| ___ 43. Qualifications of the teaching staff of IUC.   | 5 4 3 2 1 |
| ___ 44. Curricular offerings of IUC.<br>(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) | 5 4 3 2 1 |
| ___ 45. Absence of government academic recognition of IUC.<br>(Present status is being registered)   | 5 4 3 2 1 |
| ___ 46. Educational facilities in IUC.   | 5 4 3 2 1 |
| ___ 47. Reputation of IUC.   | 5 4 3 2 1 |
| ___ 48. Location and environment of IUC.   | 5 4 3 2 1 |
| ___ 49. Student work program in IUC.   | 5 4 3 2 1 |
| ___ 50. Cost of education in IUC.<br>(Current cost is Rp 300,000 per year)   | 5 4 3 2 1 |
| ___ 51. Student life in IUC.   | 5 4 3 2 1 |

F. How would the following factors about Indonesia Union College help the college obtain better moral and financial support from its alumni?

- |  |           |
|--|-----------|
| ___ 52. Philosophy of education of IUC.  | 5 4 3 2 1 |
| ___ 53. Qualifications of the teaching staff of IUC.   | 5 4 3 2 1 |
| ___ 54. Curricular offerings of IUC.<br>(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) | 5 4 3 2 1 |
| ___ 55. Absence of government academic recognition of IUC.<br>(Present status is being registered)   | 5 4 3 2 1 |

- |  |           |
|--|-----------|
| ___ 56. Educational facilities in IUC.   | 5 4 3 2 1 |
| ___ 57. Reputation of IUC.   | 5 4 3 2 1 |
| ___ 58. Location and environment of IUC.   | 5 4 3 2 1 |
| ___ 59. Student work program in IUC.   | 5 4 3 2 1 |
| ___ 60. Cost of education in IUC.<br>(Current cost is Rp 300,000 per year)   | 5 4 3 2 1 |
| ___ 61. Student life in IUC.   | 5 4 3 2 1 |
| G. How would the following factors about Indonesia Union College help the college obtain better moral and financial support from the public?   |           |
| ___ 62. Philosophy of education of IUC.  | 5 4 3 2 1 |
| ___ 63. Qualifications of the teaching staff of IUC.   | 5 4 3 2 1 |
| ___ 64. Curricular offerings of IUC.<br>(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) | 5 4 3 2 1 |
| ___ 65. Absence of government academic recognition of IUC.<br>(Present status is being registered)   | 5 4 3 2 1 |
| ___ 66. Educational facilities in IUC.   | 5 4 3 2 1 |
| ___ 67. Reputation of IUC.   | 5 4 3 2 1 |
| ___ 68. Location and environment of IUC.   | 5 4 3 2 1 |
| ___ 69. Student work program in IUC.   | 5 4 3 2 1 |
| ___ 70. Cost of education in IUC.<br>(Current cost is Rp 300,000 per year)   | 5 4 3 2 1 |
| ___ 71. Student life in IUC.   | 5 4 3 2 1 |
| H. How would the following factors about Indonesia Union College help the college achieve better working relationships with other institutions of higher learning in Indonesia?  |           |
| ___ 72. Philosophy of education of IUC.  | 5 4 3 2 1 |

- \_\_\_ 73. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 74. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 75. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 76. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 77. Reputation of IUC. 5 4 3 2 1
- \_\_\_ 78. Location and environment of IUC. 5 4 3 2 1
- I. How would the following factors about Indonesia Union College help the college achieve better working relationships with institutions of higher learning abroad?
- \_\_\_ 79. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 80. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 81. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 82. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 83. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 84. Reputation of IUC. 5 4 3 2 1
- \_\_\_ 85. Location and environment of IUC. 5 4 3 2 1
- J. How would the following factors about Indonesia Union College help the college attract better qualified teaching staff from among its constituents?
- \_\_\_ 86. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 87. Qualifications of the teaching staff of IUC. 5 4 3 2 1

- \_\_\_ 88. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 89. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 90. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 91. Reputation of IUC. 5 4 3 2 1
- \_\_\_ 92. Location and environment of IUC. 5 4 3 2 1
- \_\_\_ 93. Student work program in IUC. 5 4 3 2 1
- \_\_\_ 94. Cost of education in IUC.  
(Current cost is Rp 300,000 per year) 5 4 3 2 1
- \_\_\_ 95. Student life in IUC. 5 4 3 2 1
- K. How would the following factors about Indonesia Union College help its alumni to find jobs in the Seventh-day Adventist church organization?
- \_\_\_ 96. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 97. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 98. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 99. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 100. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 101. Reputation of IUC. 5 4 3 2 1
- \_\_\_ 102. Location and environment of IUC. 5 4 3 2 1
- \_\_\_ 103. Student work program in IUC. 5 4 3 2 1

- \_\_\_ 104. Cost of education in IUC.  
(Current cost is Rp 300,000 per year) 5 4 3 2 1
- \_\_\_ 105. Student life in IUC. 5 4 3 2 1
- L. How would the following factors about Indonesia Union College help its alumni to find jobs outside of the Seventh-day Adventist church organization?
- \_\_\_ 106. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 107. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 108. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 109. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 110. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 111. Reputation of IUC. 5 4 3 2 1
- M. How would the following factors about Indonesia Union College help its alumni to continue their education in other institutions of higher learning in Indonesia?
- \_\_\_ 112. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 113. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 114. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 115. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 116. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 117. Reputation of IUC. 5 4 3 2 1

N. How would the following factors about Indonesia Union College help its alumni to continue their education in institutions of higher learning abroad?

- \_\_\_ 118. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 119. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 120. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 121. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 122. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 123. Reputation of IUC. 5 4 3 2 1

O. How would the following factors about Indonesia Union College help its alumni to feel accepted among academic circles?

- \_\_\_ 124. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 125. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 126. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 127. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 128. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 129. Reputation of IUC. 5 4 3 2 1

P. How would the following factors about Indonesia Union College help its alumni to feel proud of their alma mater?

- \_\_\_ 130. Philosophy of education of IUC. 5 4 3 2 1

___ 131.	Qualifications of the teaching staff of IUC.	5 4 3 2 1
___ 132.	Curricular offerings of IUC. (Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics)	5 4 3 2 1
___ 133.	Absence of government academic recognition of IUC. (Present status is being recognized	5 4 3 2 1
___ 134.	Educational facilities in IUC.	5 4 3 2 1
___ 135.	Reputation of IUC.	5 4 3 2 1
___ 136.	Location and environment of IUC.	5 4 3 2 1
___ 137.	Student work program in IUC.	5 4 3 2 1
___ 138.	Cost of education in IUC. (Current cost is Rp 300,000 per year)	5 4 3 2 1
___ 139.	Student life in IUC.	5 4 3 2 1
Q.	How would the following factors about Indonesia Union College help its alumni to feel proud of the degree they obtained from the college?	
___ 140.	Philosophy of education of IUC.	5 4 3 2 1
___ 141.	Qualifications of the teaching staff of IUC.	5 4 3 2 1
___ 142.	Curricular offerings of IUC. (Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics)	5 4 3 2 1
___ 143.	Absence of government academic recognition of IUC. (Present status is being registered)	5 4 3 2 1
___ 144.	Educational facilities in IUC.	5 4 3 2 1
___ 145.	Reputation of IUC.	5 4 3 2 1
___ 146.	Location and environment of IUC.	5 4 3 2 1

- \_\_\_ 147. Student work program in IUC. 5 4 3 2 1
- \_\_\_ 148. Cost of education in IUC.  
(Current cost is Rp 300,000 per year) 5 4 3 2 1
- \_\_\_ 149. Student life in IUC. 5 4 3 2 1
- R. How would the following factors about Indonesia Union College help its alumni to find jobs commensurate with the level of education they obtained from the college?
- \_\_\_ 150. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 151. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 152. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 153. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1
- \_\_\_ 154. Educational facilities in IUC. 5 4 3 2 1
- \_\_\_ 155. Reputation of IUC. 5 4 3 2 1
- S. How would the following factors about Indonesia Union College influence prospective students (graduates of senior high school) to attend the college?
- \_\_\_ 156. Philosophy of education of IUC. 5 4 3 2 1
- \_\_\_ 157. Qualifications of the teaching staff of IUC. 5 4 3 2 1
- \_\_\_ 158. Curricular offerings of IUC.  
(Present offerings are: 4-year baccalaureate programs in Ministerial Training, Teacher Education, Business Administration, and 2-year associate degree program in Secretarial Science, Elementary Education, and Home Economics) 5 4 3 2 1
- \_\_\_ 159. Absence of government academic recognition of IUC.  
(Present status is being registered) 5 4 3 2 1



___ 160.	Educational facilities in IUC.	5 4 3 2 1
___ 161.	Reputation of IUC.	5 4 3 2 1
___ 162.	Location and environment of IUC.	5 4 3 2 1
___ 163.	Student work program in IUC.	5 4 3 2 1
___ 164.	Cost of education in IUC. (Current cost is Rp 300,000 per year)	5 4 3 2 1
___ 165.	Student life in IUC.	5 4 3 2 1

**APPENDIX B**

**PROFILE OF SIX UNIVERSITIES IN JAVA WHO RESPONDED TO  
THE INTERVIEW RELATED TO GOVERNMENT ACADEMIC RECOGNITION**

5

PROFILE OF SIX PRIVATE UNIVERSITIES IN JAVA WHO RESPONDED TO THE  
INTERVIEW RELATED TO GOVERNMENT ACADEMIC RECOGNITION

University-Orientation		Year Founded	Number of Full Time Teaching Staff	Number of Enrollment in 1977	Annual Cost of Operation in Rupiah
No. I.	Islam	1959	38	1,347	50,000,000
No. II.	Catholics	1958	49	1,016	400,000,000
No. III.	Christian	1953	82	2,309	360,000,000
No. IV.	Christian	1956	94	2,291	363,000,000
No. V.	Non-religious	1962	155	2,469	330,000,000
No. VI.	Non-religious	1965	255	7,857	900,000,000

University-Orientation		Existing Faculties	Status and Date of Academic Recognition
No. I.	Islam	Faculty of Economics	Registered-1973
		Faculty of Law	Registered-1973
		Faculty of Education	Registered-1973
		Faculty of Psychology	Registered-1973
		Faculty of Technology	Registered-1973
		Faculty of Syariah	Equalized-1966
		Faculty of Tarbiah	Equalized-1966
		Faculty of Ushuluddin	Equalized-1966
No. II.	Catholics	Faculty of Economics	Equalized-1962
		Faculty of Law	Equalized-1962
		Faculty of Technology	Equalized-1962
		Faculty of Political Science	Equalized-1962
No. III.	Christian	Faculty of Education	Recognized-1963
		Faculty of Literature	Recognized-1963

University-Orientation	Existing Faculties	Status and Date of Academic Recognition
No. III. Christian	Faculty of Law Graduate Level Undergraduate Level Faculty of Economics Faculty of Medicine Faculty of Technology	Recognized-1963 Equalized-1974 Recognized-1963 Registered-1966 Registered-1966
No. IV. Christian	Faculty of Law Faculty of Economics Faculty of Biology Faculty of Theology Faculty of Agriculture Faculty of Technology Teachers Training Institute	Equalized-1966 Equalized-1966 Recognized-1972 Registered-1976 Registered-1969 Registered-1970 Equalized-1966
No. V. Non-religious	Faculty of Economics Faculty of Law Faculty of Technology Faculty of Medicine	Recognized-1964 Equalized-1976 Registered-1963 Registered-1967
No. VI. Non-religious	Faculty of Technology Faculty of Dentistry Faculty of Law Faculty of Medicine Faculty of Economics	Equalized-1972 Recognized-1967 Recognized-1966 Registered-1965 Equalized-1972

University-Orientation	Philosophy and Objectives of the University
No. I. Islam	<p>Islamic Teaching and Panca Sila</p> <p>To educate experts with high morals based on Islamic teaching</p>
No. II. Catholics	<p>Catholic teaching, Panca Sila, the 1945 Constitution of the Republic of Indonesia, the three basic functions of higher education</p> <p>To establish, to maintain, and to operate higher education based on above philosophy</p>
No. III. Christian	<p>Jesus Christ is Lord as expressed in the Bible</p> <p>To educate students according to the principles of Christianity and Panca Sila</p> <p>To educate people who will be responsible for the attainment of a physically and spiritually prosperous Indonesian society based on justice</p> <p>To prepare citizens who will be competent in occupying leadership positions and who will be capable to preserve and advance knowledge and conduct research</p>
No. IV. Christian	<p>Education based on Christian beliefs</p> <p>To educate students who will have Christian perspective in the various areas of life</p> <p>To prepare students to take part in the development of the church and society.</p>
No. V. Non-religious	<p>Panca Sila</p> <p>To educate students who will live according to the principles of Panca Sila</p>

University-Orientation	Philosophy and Objectives of the University
	To educate people who will be responsible for the attainment of a physically and spiritually prosperous Indonesian society based on justice
	To prepare citizens who will be competent in occupying leadership positions and who will be capable to preserve and advance knowledge and conduct research
No. VI. Non-religious	<p data-bbox="709 668 863 693">Panca Sila</p> <p data-bbox="709 727 1325 785">To educate students who will live according to the principles of Panca Sila</p> <p data-bbox="709 819 1325 958">To educate students who will be competent to occupy leadership positions and who will be capable to preserve and advance knowledge and to conduct research</p>

University-Orientation	Has government academic recognition caused any strain on your educational philosophy or objective or on your operation?	How would you sum up the negative effect of government academic recognition on your institution?
No. I. Islam	No	None
No. II. Catholic	No	None
No. III. Christian	No	None
No. IV. Christian	No	None
No. V. Non-religious	No	None
No. VI. Non-religious	No	None

University Orientation	What are the positive effects of Government academic recognition on your institution?
No. I. Islam	<ol style="list-style-type: none"> <li>1. bigger enrollment</li> <li>2. financial support from government</li> <li>3. better financial and moral support from the constituents and public</li> </ol>
No. II. Catholic	Did not elaborate
No. III. Christian	<ol style="list-style-type: none"> <li>1. better working relations with the government</li> <li>2. better working relations with other universities</li> <li>3. better support and assistance from the government</li> <li>4. better job placement of graduates in the nation</li> </ol>
No. IV. Christian	<ol style="list-style-type: none"> <li>1. reduce examination fee</li> <li>2. the university can conduct and manage its own examination schedule and procedure</li> <li>3. graduates are better placed in civil service</li> <li>4. better working relations with other universities</li> <li>5. better and more efficient working relations with the government</li> <li>6. better and more substantial support from the government</li> </ol>
No. V. Non-religious	<ol style="list-style-type: none"> <li>1. better working relations with the government</li> <li>2. better financial support from the government</li> </ol>

---

---

University-Orientation	What are the positive effects of Government academic recognition on your institution?
	3. better working relations with other universities
	4. bigger enrollment
	5. financial condition of the university improved
No. VI. Non-religious	1. better working relations with state institutions of higher learning
	2. enrollment increased
	3. better working relations with the government
	4. more efficient and more substantial help from the government

---



**APPENDIX C**  
**INTERVIEW SHEET**

## INTERVIEW SHEET

### I. General Information

A. What corporate body operates the institution?

\_\_\_\_\_

B. What is the educational philosophy of the institution?

\_\_\_\_\_

C. What are the main objectives of the institution?

\_\_\_\_\_

D. What type of institution?

1. University? \_\_\_\_\_

2. Institute? \_\_\_\_\_

3. School of higher education (Scholah Tinggi) \_\_\_\_\_

4. College (Akademi) \_\_\_\_\_

E. History and Academic Operation

1. When was the institution founded? \_\_\_\_\_

2. What are the current academic departments?

\_\_\_\_\_

3. How many current students? If possible by  
department. \_\_\_\_\_

4. How many full time teaching staff? If possible by  
department. \_\_\_\_\_

5. How many part time teaching staff in each department?

\_\_\_\_\_

6. How many full time teaching staff with Ph.D. degree or  
equivalent in each department? \_\_\_\_\_

7. What educational facilities are owned by the institution?

a. Classroom capacities \_\_\_\_\_

b. Library - reading capacity \_\_\_\_\_

- number of volumes \_\_\_\_\_

c. Laboratory facilities - kind \_\_\_\_\_

- capacities \_\_\_\_\_

d. Other educational facilities \_\_\_\_\_

8. How much does it cost to run the institution annually?

\_\_\_\_\_

9. How much of the total cost is provided by tuition from students? \_\_\_\_\_

10. What are other sources of income? \_\_\_\_\_

## II. Academic Recognition

A. What academic departments have obtained academic recognition from the Ministry of Education and Culture? \_\_\_\_\_

B. Type of recognition:

1. Registered \_\_\_\_\_

2. Recognized \_\_\_\_\_

3. Equalized \_\_\_\_\_

C. Date of recognition. \_\_\_\_\_

D. Describe the procedures that the institution underwent to obtain academic recognition. \_\_\_\_\_

E. How has academic recognition affected your operation?

1. Enrollment. Give a growth trend before and after academic recognition. \_\_\_\_\_

2. Financial support from alumni and donors before and after academic recognition. \_\_\_\_\_
  3. Financial support from the government before and after academic recognition. \_\_\_\_\_
- F. Has academic recognition caused any strain on your educational philosophy and objectives, financial operation? \_\_\_\_\_
- G. How would you sum up the negative effects of academic recognition on your institution? \_\_\_\_\_
- H. How would you sum up the positive effects of academic recognition on your institution? \_\_\_\_\_

APPENDIX D  
LIST OF PARTICIPATING CHURCHES

## PARTICIPATING CHURCHES

### Rural Churches

#### North Sumatra

1. Pasar Jambi, Sei Lebu, Asahan
2. Lawe Parbunga, Kota Cane, Aceh Tenggara
3. Hutajuhor-Sumbul Pagagan, Dairi
4. Parongil, Sidikalang
5. Parsaoran, Sumbul, Dairi
6. Kandang Kerbo, Lumban Holbung, Rantau Parapat
7. Sei Kasih, Rantau Parapat
8. Gempolan, Kp. Pon, Tebing Tinggi, Deli Ind.
9. Janji Raja Holbung, Samosir
10. Tamba, Pos Magang, Palipi, Samosir
11. Sidamanik-Pasar Sidamanik
12. Barus Julu, Kaban Jahe
13. Balimbingan-Tanah Jawa
14. Nagojor-Tanah Jawa
15. Janji Matogu-Porsea
16. Silaen
17. Kampung Juhar II, Pos Tebing Tinggi

#### Central Sumatra

1. Gonting Mahe, Sibolga
2. Pangambatan, Sibolga
3. Pancur Batu
4. Hilisataro, Nias
5. Hutajulu
6. Janji Angkola

#### South Sumatra

1. Way Galeh, d/a Balai Pengobatan, Tg. Karang
2. Bumiharjo
3. Sei Mataram

East Java

1. Kanigoro

Nusa Tenggara

1. Poti
2. Tuboh, Amarasi
3. Toiayo
4. Kusyi
5. Oobibi
6. Belekeru
7. Raerobo

Kalimantan

1. Ongko Asa
2. Tebu Dale

Urban ChurchesNorth Sumatra

1. MAHK-Jl. Bali 14, Medan
2. MAHK-Jl. Simbolon 6, Pematang Siantar
3. Sei Langge-Pardagangan
4. Gatot Subroto-Km. 4, Jln. Binjai, Medan
5. Jln. Dr. Mansur-Gg. Berkat, Medan
6. Jln. Martapura 47, Medan
7. Km. 10 Tg. Morawa, Medan
8. Sindaraya-Kec. Sindaraya, Pos Tebing. Tinggi, Sumut
9. Hinalang, Balige
10. Sonak Malela-Balige

Central Sumatra

1. Jln. Ade Irma Suryani No. 1, Sibolga
2. Pakkat
3. Dolok Sanggul

4. Lintong Nihuta
5. Taruntung
6. Padang Sidempuan
7. Padang

#### South Sumatra

1. Jln. Ratna No. 2, Palembang
2. Gereja Yayasan, d/a Jln. Ratna 2, Palembang
3. Kedaton, Jln. Raya Kedaton, Tg. Karang, Lampung

#### West Java

1. Kramat Pulo
2. Salemba
3. Thamrin
4. Anggrek
5. Cawang
6. Jatinegara
7. Taman Mini
8. Tebet
9. Volker

#### Central Java

1. Naripan
2. RSA
3. Cicaheum
4. Cimindi
5. Kiaracandong
6. Pasar Antri
7. Padasuka
8. Pekalongan
9. Cihampelas
10. Semarang
11. Salatiga



East Java

1. Anjasmoro
2. Tangung Anom
3. Blitar
4. Denpasar
5. Gresik
6. Jombang
7. Klaten
8. Lawang
9. Ngemigan
10. Diponegoro
11. Malang
12. Sukorejo

Kalimantan

1. Banjarmasin
2. Balikpapan
3. Pontianak

Nusa Tenggara

1. Kosasih 16, Kupang
2. Airnona
3. Oebobo

**APPENDIX E**

**MEDIAN RESPONSES OF THE FIVE GROUPS OF RESPONDENTS ON THE**

**TEN FACTORS WITH RESPECT TO THE NINETEEN QUESTIONS**

TABLE 42

MEDIAN RESPONSES OF RESPONDENT GROUP NO. 1  
FACULTY AND BOARD MEMBERS  
N = 40

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Acad. Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
A. Parents to enroll their son/daughter	4.28	3.17	3.28	3.00	3.14	3.89	4.21	3.93	2.91	3.29
B. College to obtain better moral and financial support from Adventist members	4.21	3.06	3.07	2.84	3.12	3.76	3.90	3.67	3.30	3.55
C. College to increase enrollment	4.24	3.05	3.22	3.09	3.06	3.79	3.81	3.65	3.13	3.50
D. College to improve quality of enrollment	4.39	2.88	3.06	3.04	2.98	3.67	3.87	3.50	3.08	3.39
E. College to reach its objectives	4.55	3.03	3.19	3.00	3.05	3.78	3.91	3.50	3.09	3.37
F. College to obtain better moral and financial support from alumni	4.39	3.00	3.13	3.00	3.19	3.68	4.00	3.57	3.18	3.50
G. College to obtain better moral and financial support from the public	4.05	2.85	3.18	2.89	3.27	3.68	3.90	3.44	3.13	3.50
H. College to achieve better working relationships with institutions of higher learning in Indonesia	4.00	2.94	3.04	2.85	3.08	3.65	3.77			
I. College to achieve better working relationships with institutions of higher learning abroad	4.50	2.92	2.98	3.03	3.00	3.67	3.97			
J. College to attract better qualified teaching staff	4.55	3.13	3.20	2.83	3.00	3.71	3.85	3.61	3.08	3.52

TABLE 42 (Continued)

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Acad. Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
K. Alumni to find job in SDA organization	4.73	3.43	3.56	3.00	3.27	3.79	3.83	3.83	3.14	3.61
L. Alumni to find job outside of SDA organization	4.19	3.11	3.15	2.76	3.05	3.56				
M. Alumni to continue their education in other institutions of higher learning in Indonesia	3.86	2.85	2.69	2.22	2.98	3.55				
N. Alumni to continue their education in institutions of higher learning abroad	4.32	3.21	3.12	2.98	2.98	3.63				
O. Alumni in their standing among academic circles	4.15	3.08	3.10	2.74	3.15	3.50				
P. Alumni in their pride of their alma mater	4.32	3.18	3.26	2.87	3.18	3.67	3.83	3.75	3.17	3.68
Q. Alumni in their pride of the degree/diploma they obtained from the college	4.10	3.11	3.19	2.50	3.23	3.64	3.89	3.65	3.09	3.42
R. Alumni to find a job commensurate with the level of education they obtained from the college	4.15	3.22	3.29	2.72	3.06	3.56				
S. Prospective students to enroll in the college	4.25	3.22	3.04	2.76	3.28	3.78	3.85	3.79	3.13	3.64

TABLE 43  
MEDIAN RESPONSES OF RESPONDENT GROUP NO. 2  
UPPER DIVISION STUDENTS  
N = 254

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
A. Parents to enroll their son/daughter	4.23	3.16	3.24	2.89	3.12	3.47	3.98	3.82	2.58	3.50
B. College to obtain better moral and financial support from Adventist members	3.92	3.18	3.23	2.90	3.23	3.53	3.91	3.74	2.68	3.65
C. College to increase enrollment	3.93	3.24	3.29	2.76	3.25	3.47	3.83	3.81	2.68	3.39
D. College to improve quality of enrollment	4.03	3.20	3.25	2.79	3.22	3.48	3.87	3.76	2.74	3.44
E. College to reach its objectives	4.00	3.12	3.29	2.81	3.24	3.38	3.84	3.78	2.78	3.57
F. College to obtain better moral and financial support from alumni	4.00	3.22	3.21	2.93	3.27	3.50	3.83	3.69	2.74	3.51
G. College to obtain better moral and financial support from the public	3.89	3.22	3.19	2.80	3.30	3.46	3.87	3.79	2.74	3.42
H. College to achieve better working relationships with institutions of higher learning in Indonesia	3.87	3.26	3.19	2.71	3.23	3.56	3.76			
I. College to achieve better working relationships with institutions of higher learning abroad	4.01	3.22	3.23	2.94	3.21	3.58	3.88			
J. College to attract better qualified teaching staff	4.07	3.34	3.31	2.98	3.32	3.51	3.81	3.79	2.85	3.55

TABLE 43 (Continued)

Questions	Factors About Indonesian Union College										
	Philosophy	Qualifica- tions of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life	
K. Alumni to find job in SDA organization	4.19	3.54	3.61	3.13	3.40	3.69	3.88	3.82	2.88	3.61	
L. Alumni to find job outside of SDA organization	3.98	3.30	3.29	2.75	3.32	3.53					
M. Alumni to continue their education in other institutions of higher learning in Indonesia	3.81	3.17	3.10	2.50	3.17	3.40					
N. Alumni to continue their education in institutions of higher learning abroad	4.01	3.23	3.29	2.91	3.23	3.45					
O. Alumni in their standing among academic circles	3.93	3.23	3.21	2.71	3.25	3.41					
P. Alumni in their pride of their alma mater	4.01	3.25	3.28	2.77	3.25	3.57	3.84	3.83	2.77	3.55	
Q. Alumni in their pride of the degree/ diploma they obtained from the college	4.06	3.25	3.21	2.72	3.25	3.49	3.79	3.78	2.77	3.54	
R. Alumni to find a job commensurate with the level of education they obtained from the college	3.98	3.33	3.30	2.80	3.20	3.55					
S. Prospective students to enroll in the college	3.98	3.27	3.22	2.77	3.20	3.58	3.78	3.81	2.63	3.55	

TABLE 44  
MEDIAN RESPONSES OF RESPONDENT GROUPS NOS. 3, 4, 5, 6  
ALUMNI  
N = 201

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifica- tions of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
A. Parents to enroll their son/daughter	4.34	3.43	3.55	2.95	3.76	3.84	4.56	4.13	2.66	3.75
B. College to obtain better moral and financial support from Adventist members	4.07	3.43	3.47	2.97	3.62	3.82	4.26	3.92	2.76	3.72
C. College to increase enrollment	4.04	3.32	3.49	2.88	3.63	3.78	4.21	3.89	2.69	3.61
D. College to improve quality of enrollment	4.10	3.42	3.45	2.92	3.71	3.78	4.23	3.82	2.89	3.63
E. College to reach its objectives	4.13	3.42	3.44	2.96	3.66	3.81	4.22	3.86	2.80	3.69
F. College to obtain better moral and financial support from alumni	4.08	3.34	3.37	2.97	3.60	3.83	4.17	3.81	2.79	3.56
G. College to obtain better moral and financial support from the public	3.92	3.40	3.33	2.86	3.62	3.76	4.20	3.91	2.79	3.62
H. College to achieve better working relationships with institutions of higher learning in Indonesia	3.89	3.30	3.22	2.85	3.58	3.78	4.10			
I. College to achieve better working relationships with institutions of higher learning abroad	4.02	3.32	3.34	3.02	3.52	3.79	4.13			
J. College to attract better qualified teaching staff	4.06	3.40	3.27	2.95	3.47	3.83	4.13	3.79	2.85	3.65

TABLE 44 (Continued)

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
K. Alumni to find job in SDA organization	4.32	3.65	3.64	3.20	3.75	3.80	4.15	3.80	2.82	3.70
L. Alumni to find job outside of SDA organization	3.95	3.51	3.33	2.89	3.49	3.80				
M. Alumni to continue their education in other institutions of higher learning in Indonesia	3.63	3.27	3.06	2.63	3.51	3.64				
N. Alumni to continue their education in institutions of higher learning abroad	3.89	3.34	3.35	3.00	3.49	3.76				
O. Alumni in their standing among academic circles	3.93	3.34	3.38	2.87	3.55	3.73				
P. Alumni in their pride of their alma mater	4.19	3.67	3.50	3.06	3.69	3.87	4.21	3.91	2.76	3.77
Q. Alumni in their pride of the degree/diploma they obtained from the college	4.03	3.48	3.42	2.87	3.68	3.78	4.11	3.85	2.82	3.74
R. Alumni to find a job commensurate with the level of education they obtained from the college	4.13	3.58	3.43	2.87	3.66	3.86				
S. Prospective students to enroll in the college	4.10	3.44	3.42	2.78	3.71	3.82	4.15	3.90	2.71	3.74



TABLE 45  
MEDIAN RESPONSES OF RESPONDENT GROUP NO. 7  
PROSPECTIVE STUDENTS  
N = 176

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
A. Parents to enroll their son/daughter	4.27	3.90	3.74	3.33	3.81	4.17	4.43	4.05	2.77	3.91
B. College to obtain better moral and financial support from Adventist members	4.08	3.96	3.67	3.31	3.58	4.07	4.29	3.92	2.74	3.94
C. College to increase enrollment	4.04	3.87	3.52	3.14	3.49	4.03	4.17	3.88	2.65	3.91
D. College to improve quality of enrollment	4.04	3.77	3.48	3.12	3.61	3.99	4.27	3.96	2.61	3.88
E. College to reach its objectives	4.24	3.82	3.56	3.14	3.75	3.94	4.18	4.03	2.75	4.03
F. College to obtain better moral and financial support from alumni	4.06	3.77	3.56	3.05	3.75	4.05	4.33	3.94	2.63	3.88
G. College to obtain better moral and financial support from the public	3.98	3.85	3.49	3.14	3.69	4.03	4.22	3.79	2.81	3.87
H. College to achieve better working relationships with institutions of higher learning in Indonesia	4.09	3.76	3.53	3.08	3.71	4.04	4.16			
I. College to achieve better working relationships with institutions of higher learning abroad	4.24	3.89	3.60	3.20	3.78	3.95	4.17			
J. College to attract better qualified teaching staff	4.15	3.83	3.44	3.15	3.77	3.95	4.19	3.83	2.76	3.94

TABLE 45 (Continued)

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
K. Alumni to find job in SDA organization	4.20	3.98	3.65	3.16	3.67	3.95	4.23	3.92	2.79	4.02
L. Alumni to find job outside of SDA organization	4.02	3.95	3.67	3.14	3.66	3.99				
M. Alumni to continue their education in other institutions of higher learning in Indonesia	4.10	3.91	3.44	3.08	3.72	3.94				
N. Alumni to continue their education in institutions of higher learning abroad	4.02	3.83	3.52	3.18	3.61	3.86				
O. Alumni in their standing among academic circles	4.02	3.87	3.49	3.17	3.72	3.94				
P. Alumni in their pride of their alma mater	4.11	3.90	3.54	3.13	3.77	4.00	4.14	3.96	2.77	3.77
Q. Alumni in their pride of the degree/diploma they obtained from the college	4.19	3.88	3.59	3.25	3.70	4.07	3.98	3.95	2.82	3.93
R. Alumni to find a job commensurate with the level of education they obtained from the college	4.14	3.84	3.62	3.25	3.82	4.04				
S. Prospective students to enroll in the college	4.10	3.93	3.68	3.35	3.87	4.05	4.20	3.97	2.59	3.99

TABLE 46  
MEDIAN RESPONSES OF RESPONDENT GROUP NO. 8  
ADVENTIST MEMBERS  
N = 510

Questions	Factors About Indonesian Union College									
	Philosophy	Qualifications of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life
A. Parents to enroll their son/daughter	4.37	3.79	3.87	3.13	3.82	3.89	4.35	3.89	2.75	3.70
B. College to obtain better moral and financial support from Adventist members	4.06	3.70	3.70	3.11	3.69	3.82	4.13	3.81	2.77	3.64
C. College to increase enrollment	4.09	3.73	3.61	3.03	3.66	3.81	4.09	3.81	2.74	3.63
D. College to improve quality of enrollment	4.14	3.65	3.62	3.04	3.62	3.82	4.05	3.77	2.81	3.61
E. College to reach its objectives	4.16	3.17	3.69	3.04	3.70	3.82	4.07	3.74	2.85	3.69
F. College to obtain better moral and financial support from alumni	4.16	3.71	3.70	3.12	3.70	3.83	4.06	3.73	2.84	3.65
G. College to obtain better moral and financial support from the public	4.02	3.68	3.60	3.03	3.71	3.78	4.02	3.72	2.76	3.69
H. College to achieve better working relationships with institutions of higher learning in Indonesia	4.08	3.74	3.61	3.05	3.69	3.79	3.99			
I. College to achieve better working relationships with institutions of higher learning abroad	4.11	3.80	3.67	3.09	3.68	3.80	4.01			
J. College to attract better qualified teaching staff	4.19	3.73	3.72	3.08	3.64	3.77	4.01	3.72	2.90	3.69

TABLE 46 (Continued)

Questions	Factors About Indonesian Union College										
	Philosophy	Qualifica- tions of Teachers	Curricular Offerings	Absence of Gov. Academic Recognition	Educational Facilities	Reputation of College	Location and Environment	Student Work Program	Cost of Education	Student Life	
K. Alumni to find job in SDA organization	4.26	3.82	3.83	3.25	3.80	3.86	4.07	3.80	2.90	3.72	
L. Alumni to find job outside of SDA organization	4.09	3.82	3.67	3.04	3.71	3.87					
M. Alumni to continue their education in other institutions of higher learning in Indonesia	3.95	3.62	3.42	2.93	3.63	3.76					
N. Alumni to continue their education in institutions of higher learning abroad	4.06	3.73	3.70	3.10	3.57	3.82					
O. Alumni in their standing among academic circles	4.05	3.71	3.60	3.00	3.68	3.81					
P. Alumni in their pride of their alma mater	4.19	3.82	3.70	3.06	3.72	3.86	4.02	3.83	2.91	3.78	
Q. Alumni in their pride of the degree/diploma they obtained from the college	4.19	3.79	3.69	3.03	3.74	3.87	4.02	3.80	2.94	3.76	
R. Alumni to find a job commensurate with the level of education they obtained from the college	4.11	3.81	3.68	3.06	3.76	3.89					
S. Prospective students to enroll in the college	4.15	3.79	3.69	3.02	3.75	3.91	4.03	3.83	2.81	3.80	

## B I B L I O G R A P H Y

## BIBLIOGRAPHY

### Books

- Beers, Howard W., ed. Indonesia Resources and Their Technological Development. Lexington, Kentucky: The University Press, 1970.
- Capen, Samuel P. "Seven Devils in Exchange for One." Coordination of Accrediting Activities, American Council on Education Studies, Series 1, Vol. 3, No. 9. Washington: American Council on Education, 1939, pp. 5-17.
- Cooley, Frank L. Indonesia: Church and Society. New York: Friendship Press, 1968.
- Dahm, Bernhard. History of Indonesia in the Twentieth Century. Bristol, England: Western Printing Services Limited, 1971.
- Department of Information Republic of Indonesia. Indonesia Handbook 1976. Jakarta: Department of Information Republic of Indonesia, 1977.
- Djumhur, I., and Danasaputra, H. Sejarah Pendidikan [History of Education]. Bandung: Penerbit CV Ilmu, 1974.
- Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill Book Company, 1976.
- Fisher, James Ernest. Democracy and Mission Education in Korea. New York: Columbia University, 1928.
- Holmes, Brian. Educational Policy and the Mission Schools. New York: Humanities Press, 1967.
- Indonesia. Kementerian Pendidikan dan Ilmu Pengetahuan. Perguruan Tinggi di Indonesia [Higher Education in Indonesia]. Jakarta: Kementerian Pendidikan dan Ilmu Pengetahuan, 1965.
- Kahin, George McTurnan. Nationalism and Revolution in Indonesia. Ithaca, New York: Cornell University Press, 1952.
- Kirkpatrick, J. E. The American College and Its Rules. New York: New Republic, 1926.

- Legge, J. D. Indonesia. Englewood Cliffs, New Jersey: Prentice-Hall, 1964.
- Levitov, Betty, ed. Licensing and Accreditation in Education. Lincoln, Nebraska: The Nebraska Curriculum Development Center, University of Nebraska, 1976.
- Niblett, W. R., ed. Higher Education: Demand and Responses. San Francisco: Jossey-Bass, 1970.
- Neufeld, Don F., ed. Seventh-day Adventist Encyclopedia. Washington, D.C.: Review and Herald Publishing Association, 1976.
- Peterson, R. E. The Crisis of Purpose: Definition and Uses of Institutional Goals. Washington, D.C.: The George Washington University, 1971.
- Rauws, Johannes; Kraemer, H.; van Hasselt, F. J. F.; and Slotemaker de Bruine, N. A. C. The Netherlands Indies. New York: World Dominion Press, 1935.
- Sanusi, Pane. Sejarah Indonesia [History of Indonesia]. Jakarta: Perpustakaan Perguruan Kem. P. P. dan K., 1955.
- Shelden, William K. Accreditation. New York: The National Commission on Accrediting, 1960.
- United Nations. Educational, Scientific and Cultural Organization. World Survey of Education V: Educational Policy, Legislation and Administration. Tournai: Unesco, Casterman, 1971.
- \_\_\_\_\_. World Survey of Education: Handbook of Educational Organization and Statistics. France: Unesco, Fortin, Nevers, 1955.
- \_\_\_\_\_. World Survey of Education IV: Higher Education. New York: Unesco Publications Center, 1966.
- \_\_\_\_\_. World Survey of Education II: Primary Education. Zurich: Unesco, Berichthaus, 1958.
- U Kyaw Tan. Witnesses Together. Rangoon, Burma: East Asia Christian Conference, 1959.
- Usaha Mahasiswa. Penuntun Mahasiswa [Student Directory]. Bandung: Panitia Penerbit Penuntun Mahasiswa, 1966.
- van der Veur, Paul W. Education and Social Changes in Colonial Indonesia. Center for International Studies, Ohio University, 1969.

- Wilson, L. "Form and Function in Higher Education." In Emerging Patterns in American Higher Education. Edited by L. Wilson. Washington, D.C.: American Council on Education, 1965.
- Zook, George F. "President's Annual Report." In Educational Record. Washington: American Council on Education, 1939.
- Zook, George F., and Haggerty, M. E. The Evaluations of Higher Institutions. Chicago: The University of Chicago Press, 1936.

#### Government Documents

- Republik Indonesia. Departemen Pendidikan dan Kebudayaan. Himpunan Hasil Penelitian Keadaan Sub Sistem Perguruan Tinggi Swasta di Indonesia. [Compilation of the results of survey on Indonesian higher education sub-system.] Proyek Penataan dan Pembinaan Perguruan Tinggi Swasta, Direktorat Jenderal Pendidikan Tinggi, Departemen Pendidikan dan Kebudayaan, Jakarta. 1977.
- \_\_\_\_\_. Departemen Perguruan Tinggi dan Ilmu Pengetahuan. Keputusan Menteri Perguruan Tinggi dan Ilmu Pengetahuan No. 26 tahun 1966 tentang Syarat dan Cara Permintaan Persetujuan Menteri Perguruan Tinggi dan Ilmu Pengetahuan untuk Mendirikan Perguruan Tinggi/Cabang/Fakultas/Jurusan Baru di Lingkungan Perguruan Tinggi Swasta [Ministerial decision No. 26, 1966 of the Minister of Higher Education and Science regarding requirements and procedures to obtain permission of the Minister to establish an institution of higher learning/or its branch/or a new faculty/or a new academic department]. Departemen Pendidikan dan Kebudayaan, Jakarta. 1966.
- \_\_\_\_\_. Departemen Pendidikan dan Kebudayaan. Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 0248, tahun 1970 tentang Pembentukan Panitia Ujian bagi Mahasiswa Perguruan Tinggi Swasta [Decision of the Minister of Education and Culture regarding the formation of a committee of examiners for students of private institutions of higher learning]. Departemen Pendidikan dan Kebudayaan, Jakarta. 1970.
- \_\_\_\_\_. Direktorat Jenderal Perguruan Tinggi, Keputusan Direktur Jenderal Perguruan Tinggi No. 162, tahun 1967 tentang Kriteria Fakultas Pembina, Fakultas Madya, dan Fakultas Muda pada Universitas/Institut Negeri [Decision of the Director General of Higher Education No. 162, 1967 governing the criteria for the categories of senior, junior, and new faculties in universities or institutes]. Direktorat Jenderal Perguruan Tinggi, Jakarta. 1967.



- \_\_\_\_\_. Direktorat Jenderal Perguruan Tinggi. Keputusan  
Direktur Jenderal Perguruan Tinggi No. 164, tahun 1967  
tentang Persyaratan Guna Pembinaan Perguruan Tinggi  
[Decision No. 164, 1967 of the Director General of Higher  
Education regarding the standards for the operation of  
higher education]. Departemen Pendidikan dan Kebudayaan,  
Jakarta. 1967.
  
- \_\_\_\_\_. Departemen Pendidikan dan Kebudayaan. Pedoman Kurikulum  
Minimal Fakultas Fakultas Sejenis [Guide for minimum require-  
ments of curriculum in faculties offering similar dis-  
ciplines]. Koordinator Perguruan Tinggi, Wilayah III,  
Jawa Barat, Bandung. 1977.
  
- \_\_\_\_\_. Kementerian Pendidikan, Pengajaran dan Kebudayaan.  
Peraturan Pemerintah No. 23 tahun 1959 tentang Peraturan  
Ujian Negara Untuk Memperoleh Gelar Universiter bagi  
Mahasiswa Perguruan Tinggi Swasta [Government regulation  
No. 23, 1959 regarding state examinations to obtain uni-  
versity degree by students from private institutions of  
higher learning]. Lembaran Negara No. 37 tahun 1959,  
Jakarta.
  
- \_\_\_\_\_. Koordinator Perguruan Tinggi Swasta Wilayah III,  
Jawa Barat. Laporan Tahunan Koordinator Perguruan Tinggi  
Swasta Wilayah III, Jawa Barat [Annual Report of the  
Coordinator of higher education for the West Java province].  
Koordinator Perguruan Tinggi Swasta Wilayah III, Jawa Barat,  
Bandung. 1977.
  
- \_\_\_\_\_. Peraturan Presiden Republik Indonesia No. 15, tahun  
1965 tentang Pendirian Perguruan Tinggi Swasta [Presidential  
regulation No. 15, 1965 regarding the establishment of  
private institutions of higher learning]. Lembaran Negara  
No. 93, tahun 1965. Jakarta.
  
- \_\_\_\_\_. Undang-undang No. 4, tahun 1950 tentang Dasar-dasar  
Pendidikan dan Pengajaran di Sekolah [Law No. 4, 1950 re-  
garding the bases of education and instructions in schools].  
Departemen Pendidikan dan Kebudayaan, Jakarta. 1950.
  
- \_\_\_\_\_. Undang-undang No. 22, tahun 1961 tentang Perguruan  
Tinggi [Law No. 22, 1961 governing higher education].  
Lembaran Negara No. 302, tahun 1961. Jakarta.

Unpublished Manuscript

Walter, Edwin Carlton. "A History of Seventh-day Adventist Higher Education in the United States." Ed.D. dissertation, University of California, Berkeley, 1966.

## VITA

Amos Simorangkir

### PERSONAL DATA:

Date of Birth: September 9, 1929  
Place of Birth: Yogyakarta, Java, Indonesia

### EDUCATION:

High School Diploma: 1950, Indonesia Union Seminary  
Gadobangkong, Cimahi  
Junior College Diploma: 1952, Indonesia Union Seminary  
Gadobangkong, Cimahi  
B.S. Degree: 1958, Philippine Union College  
Rizal, Philippines  
M.A. Degree: 1963, Walla Walla College  
College Place, Washington  
Ed.D. Degree: 1978, Andrews University  
Berrien Springs, Michigan  
Concentration in Educational Administration,  
Cognate in Psychology

### WORK EXPERIENCE:

1952-1955: Teacher and Registrar at  
North Sumatra Training School  
Pematang Siantar, Sumatra  
1955-1956: Teacher at North Celebes Training School  
Kawangkoan, Sulawesi  
1958-1961: Teacher and Principal at  
Indonesia Union College Academy  
Cisarua, Bandung  
1963-1974: Teacher (1 year)  
Academic Dean (6 years)  
President (4 years)  
at Indonesia Union College  
Cisarua, Bandung  
1977- President of West Indonesian Union Mission